DOCUMENT RESUME

ED 223 825 CE 034 344

TITLE	Hearings on Reauthorization of the Vocational Education Act of 1963. Part 14: Student Organizations. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session on H.R. 66.
INSTITUTION	Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE	8 Jun 82
NOTE	72p.; Not available in paper copy becuase of small type. For related documents, see CE 034 343-345, and CE 034 465.
PUB TYPE	Legal/Legislative/Regulatory Materials (090) -- Viewpoints (120)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Educational Legislation; *Federal Legislation; Hearings; Job Skills; Leadership; Postsecondary Education; Secondary Education; *Student Organizations; *Vocational Education
IDENTIFIERS	Reauthorization Legislation; *Role; *Vocational Education Act 1963

ABSTRACT

This report doucments a hearing to extend authorization of appropriations under the Vocational Education Act of 1963. The discussion focuses on the role of the nine vocational student organizations in vocational education. Testimony includes prepared statements, letters, and supplemental materials from six individuals representing the Health Occupations Students of America; International Brotherhood of Electrical Workers; Crestview High School, Ohio; Vocational Industrial Clubs of America; Mack Trucks, Inc.; National Grange; American Industrial Arts Student Association; Distributive Education Clubs of America, Inc.; Future Business Leaders of America; Future Farmers of America; Future Homemakers of America; National Postsecondary Agricultural Student Organization; Office Education Association; and National Coordinating Council for Vocational Student Organizations. (YLB)

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ED223825

HEARINGS ON REAUTHORIZATION OF THE VOCATIONAL EDUCATION ACT OF 1963

Part 14: Student Organizations

HEARING

BEFORE THE

SUBCOMMITTEE ON ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR

HOUSE OF REPRESENTATIVES

NINETY-SEVENTH CONGRESS

SECOND SESSION

ON

H.R. 66

TO EXTEND THE AUTHORIZATION OF APPROPRIATIONS UNDER THE VOCATIONAL EDUCATIONAL ACT OF 1963

HEARING HELD IN WASHINGTON, D.C., ON JUNE 8, 1982

Printed for the use of the Committee on Education and Labor

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HEARINGS ON REAUTHORIZATION OF THE VOCATIONAL EDUCATION ACT OF 1963
Part 14: Student Organizations

TUESDAY, JUNE 8, 1982

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON ELEMENTARY, SECONDARY,
AND VOCATIONAL EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met, pursuant to call, at 9:30 a.m. in room 2175, Rayburn House Office Building, Hon. Baltasar Corrada presiding.

Members present: Representatives Corrada, Kildee, and Jeffords.

Staff present: John F. Jennings, counsel; Nancy Kober, legislative specialist; and Richard D. DiEugenio, minority legislative associate.

Mr. CORRADA. The subcommittee will come to order.

Good morning, ladies and gentlemen. Today the Subcommittee on Elementary, Secondary, and Vocational Education is continuing hearings on the reauthorization of the Vocational Education Act. We have held already over 25 days of hearings and will continue doing so in looking into this very important and vital program. This morning we will focus on the role of vocational student organizations in vocational education.

The nine vocational student organizations help secondary and postsecondary students develop career competencies and leadership skills.

I am pleased to call upon a panel of witnesses who have been part of, or who have worked with, the student organizations.

In the panel today we have Mr. Larry W. Johnson, chief executive officer of the Vocational Industrial Clubs of America; Mr. Alfred W. Pelletier, chairman of the board, Mack Trucks, Inc., Pennsylvania; Mr. Kenneth R. Edwards, director, skill improvement training of the International Brotherhood of Electrical Workers in the District of Columbia; Mr. Donald Cork, national president, Health Occupations Students of America, Texas; and Mr. Robin C. Hovis, vocational agriculture instructor, Crestview High School, Ohio.

We are delighted and pleased to have these distinguished panelists with us today. I am sure that through your experience and interest in this subject, you will contribute by presenting your views to the subcommittee on this vital matter.

Before you proceed with your statements, I understand there are some introductory statements to be made. You may proceed, Mr. Johnson.

STATEMENT OF LARRY W. JOHNSON, CHIEF EXECUTIVE OFFICER, VOCATIONAL INDUSTRIAL CLUBS OF AMERICA, VIRGINIA

Mr. JOHNSON. Thank you, Mr. Chairman.

I am Larry Johnson, executive director of the Vocational Industrial Clubs of America. I am serving this year as chairman of the National Coordinating Council of the Vocational Student Organizations, which is a council that represents nearly 2 million students enrolled in the Nation's public school vocational education and technical programs. Of course, we work together to strengthen vocational education, and we really appreciate this opportunity today to come here and to talk about the importance of student activities in vocational education, and to make certain recommendations which we feel will improve legislation.

I have a written statement, a personal written statement, that I am submitting for the record.

[Prepared statement of Larry Johnson follows:]

PREPARED STATEMENT OF LARRY W. JOHNSON, CHAIRMAN, NATIONAL COORDINATING COUNCIL FOR VOCATIONAL STUDENT ORGANIZATIONS, LEESBURG, VA.

The National Coordinating Council for Vocational Student Organizations (NCCVSO) functions for the purposes of: (1) identifying and coordinating activities which are mutually beneficial to vocational student organizations and their members; (2) sharing information which will enhance the development of vocational education students; and, (3) strengthening vocational education throughout the nation.

Vocational student organizations, as an integral part of the total vocational instructional program, significantly help secondary, postsecondary and college students develop vocational/career competencies and leadership skills. They also promote civic responsibility, appreciation of the American private enterprise system and the importance of the American family. Interaction between students and the business/indusrial community is extensive.

In September, 1981, Secretary of Education Terrel Bell and Assistant Secretary for Vocational and Adult Education Robert Worthington jointly issued a policy statement in support of vocational student organizations as an integral part of vocational education.

Vocational student organizations recognized by the Office of Education, now the Department of Education are:

American Industrial Arts Student Association (AIASA); Distributive Education Clubs of America (DECA); Future Business Leaders of America-Phi Beta Lambda (FBLA/PBL); Future Farmers of America (FFA); Future Homemakers of America (FHA); Health Occupations Students of America (HOSA); National Postsecondary Agricultural Student Organization (NPASO); Office Education Association (OEA); and Vocational Industrial Clubs of America (VICA).

The vocational student organizations are designed to allow students a vehicle for exploring their interest in an occupational field and to learn and refine leadership, social and citizenship skills. A significant part of their appeal is the opportunity they provide for sharing interests with students in other communities throughout the country. Vocational student organization (VSO's) link the development of human relations skills to work, helping students to see that personal qualities are as important as specific job skills in assuring success in their chosen occupations. It is this special connection to work that sets the VSO's apart from other groups students might choose to join. Vocational student organizations are one of the most highly visible components of vocational education programs and a means for linking vocational students and educators to all other segments of the community.

LEADERSHIP

A national survey of state presidents and state advisors or vocational student organizations conducted by Joyce Ford Bales at the University of Tennessee specified

98 leadership skills which could be developed through participation in the various vocational student organizations. Data from the survey show that 85 of the 98 leadership skills are common to all six of the organizations surveyed. While opportunities to develop the 85 skills exist in each organization, there are differences among them as to the level of opportunity for developing specific skills. The survey indicates that student presidents see great opportunities to develop leadership through VSO's—more so than does the corresponding state leadership (advisors). The fact that the students identified greater opportunities for leadership growth than the advisors did should cause adults to re-examine their currently-held beliefs regarding the importance of vocational student organizations.

Two instructors, as part of their own involvement as local chapter advisors, made a study of all of the materials published by the various vocational student organizations. In this research, one fact became evident; after looking at the history, the creed, the pledge, the motto, the official dress, to the heart of the organization—its goals and objectives—the major skills which can be learned through student organizations are basically the same. The thirteen identified skills which made vocational student organizations an important part of the vocational curriculum are: vocational understanding, leadership development, civic consciousness, socialintelligence, building self-confidence, home improvement, thrift, scholarship, effective use of leisure time, spirit of competition, respect for work, ethics, and understanding employer/employee relations.

The objectives of vocational student organizations are directed toward one ultimate goal—self-improvement. VSO activities are among the most effective means of achieving that goal. Providing opportunities for developing self-confidence, self-expression and personal responsibility through the vocational student organizations makes it possible for students to understand and eventually assume their roles as productive employees and citizens of the community and the nation.

INTEGRAL PART OF THE VOCATIONAL CURRICULUM

The difference between traditional classroom instruction and a student organization learning activity is in the role played by teacher and students. Many learning experiences in a vocational education curriculum that are ordinarily planned and directed by the teacher can be planned and directed by the student members. The teacher/advisor shows members how to write objectives, how to use group processes in planning, how to follow through and carry out projects and how to evaluate their accomplishments—all of which are skills that productive employees need to develop. When the vocational student organization is an integral part of the curriculum, all students participate and are members of the local chapter. Membership in state and national vocational student organizations may be optional; however, membership dues for state and national do not keep students from participating and learning when the VSO is integrated into the curriculum. Student participation, parental approval, employer support an school administration backing are likely to be greater when the student organization is perceived as an integral part of the curriculum.

When these organizations are an intregral part of the curriculum, they are designed to help the student achieve important vocational learning outcomes. When students are given responsibility to plan and manage their own activities, their motivation and commitment is usually greater than it is when assignments or activities are directed solely by a teacher. If students do not participate, other learning experiences may be required that are not as challenging or satisfying. It is easy to justify student organizations when their goals and activities focus on skills that are relevant to occupational success. The specialized technical skills of the different vocational fields are learned through various student organization projects and competitive events.

INTERACTION WITH THE PRIVATE SECTOR

One of industry's major problems today is the need to increase productivity through positive attitudes of the employees. Business and industry continues to support vocational student organizations because they believe that the attitudes and skills learned through participation in VSO's are equally important to the job skills students are learning through vocational education programs. A statement by David Schwartz, Vice President, Marketing, Go-Power Corporation, explains why they are involved with VSO's: "From the beginning, we were impressed with the attitude and enthusiasm of the contestants and their instructors. It was as exhilarating for us as it was for them because we were able to relate what this type of activity is going to mean to our businesses over the years." Another corporate contributor indicates support because the organizations "provide student members with a variety of

opportunities which complement the academic and classroom curricula in an exemplary manner. These programs assure students of maximum exposure to concepts, activities and skill development so crucial to each student's career selection process. Clearly, (the VSO's are) sensitive to the needs of students."

Annually, more than one thousand businesses, industries, organizations, and individuals contribute over $1.5 million to the national student organizations to assist them in serving vocational education students. One hundred forty-two of the top 500 U.S. corporations contribute funds to one or more of the nine vocational student organizations (based on 1979 sales figures; Forbes Magazine). These figures do not include the millions of dollars worth of "in-kind" contributions and time expended by corporate executives in support of VSO's at the national, state, and local levels. The Vocational Industrial Clubs of America reports in-kind service to its Skill Olympics at the national level to be near $10 million.

Business, industry, government agencies, and individuals continue to support the vocational student organizations through their contributions of time and funds. They serve on the organizations' national boards and advisory councils, participate in sponsored technical and leadership workshops, and they lecture, judge activities, and provide a variety of consultant services which enrich the student organizations and the related instructional programs. Funds are used to support achievement awards and promote other activities to motivate students to achieve their fullest potential in the development of technical, personal and leadership skills.

SPECIAL POPULATIONS

America has been termed the "melting pot" of the world; vocational student organizations serve a similar role for students coming from all types of backgrounds and possessing different abilities including the older postsecondary student and students who are handicapped and disadvantaged. The vocational student organizations have taken the initiative to offer a vehicle by which all students may be mainstreamed into society.

The vocational shop or classroom curriculum emphasizes skill or technical development. The student organization offers an added dimension by expanding the vocational education program to reflect the broad spectrum of American culture and society. Many students with special needs require the opportunity to develop self-confidence and identity if they are to become productive and responsible citizens. Vocational student organizations offer these opportunities in a nonthreatening environment and, as a bonus, give recognition for achievement and excellence through a variety of activities including community service, industrial relations, cooperative efforts and many other areas in the affective domain. One of the major contributions student organizations make is that they serve as the focal point where boards of education, community service organizations, and labor and management can cooperate to make the training process relevant as students complete the transition from school to the world of work.

The vocational shop or classroom curriculum emphasizes skill or technical development. The student organization offers an added dimension by expanding the vocational education program to reflect the broad spectrum of American culture and society. Many students with special needs require the opportunity to develop self-confidence and identity if they are to become productive and responsible citizens. Vocational student organizations offer these opportunities in a nonthreatening environment and, as a bonus, give recognition for achievement and excellence through a variety of activities including community service, industrial relations, cooperative efforts and many other areas in the affective domain. One of the major contributions student organizations make is that they serve as the focal point where boards of education, community service organizations, and labor and management can cooperate to make the training process relevant as students complete the transition from school to the world of work.

The vocational student organizations serve as a common denominator which breaks down communications barriers between occupational areas, ethnic and age groups, and ability levels. They give students an opportunity to work within the school and community as well as to travel outside their communities, an important element in overcoming social and cultural disadvantages. Postsecondary students especially view the vocational student organization as their professional association and see its value in offering training to develop marketable skills and open the doors to employment opportunities.

Vocational education is a large and diverse training program offering curricula in literally dozens of areas and reaching out to a diverse population. All students, handicapped or disadvantaged, gifted and talented, and the older student, profit

when they participate actively in a vocational student organization program which is designed to assist them to become integrated into our complex and rapidly changing industrial society. The vocational student organizations consider the entire community the classroom and believe in the philosophy that every vocational student has the right and the potential to learn what his or her responsibilities and opportunities are in our American system of democracy.

CAREER AWARENESS

In our modern day technological society one of the opportunities lost to young Americans is that of seeing occupations practiced before they make lifelong vocational decisions. In earlier times life was more simple. Youth could actually see, and in many instances practice, the occupations in the community. Now we work in plants and factories, offices and hospitals, which are closed off to the public and which do not offer the opportunity for career awareness.

The vocational student organizations serve an important purpose in the development of career awareness. For example, through organized club activities students sponsor career days in which they bring younger students in their shops and classrooms to demonstrate job opportunities in their chosen field and to discuss related occupations. Students also participate in recruitment programs by visiting elementary and junior high schools, as well as by talking to parent groups, to inform potential vocational students about available programs and the advantages of vocational education. This is an effective approach since it offers vocational students a chance to demonstrate their leadership abilities and because peers exert an important influence over one another.

America needs a skilled and motivated work force if we are to continue to be a leading industrial nation. The vocational student organizations take seriously their responsibility to assist in ensuring that this work force will be in place for future years.

NEED FOR SUPPORT OF VOCATIONAL STUDENT ORGANIZATIONS IN LEGISLATION

The Department of Education has an important policy very supportive of vocational student organizations. While this is significant, we feel that Congress should recognize in legislation the contribution vocational student organizations make and can make in the development of vocational students. Attached are concept and recommendations presented for the consideration of the Committee to be included in future Congressional legislation.

On behalf of all the vocational students and the panelists appearing this morning, we express our appreciation for your kind attention. We offer our services to you as you look more closely at our concerns for the improvement of vocational education. Thank you.

Policy Of The United States Department Of Education For Vocational Education Student Organizations

The United States Department of Education maintains a close relationship with nine vocational student organizations and endorses their cooperation and support in strengthening programs of vocational education. Recognizing that the past performances and future potential of these nine organizations are compatible with the overall purposes and objectives of education today, the United States Department of Education strongly endorses their objectives and seeks to involve their thinking in the improvement of Vocational Education.

In view of this, these policies represent the position of the United States Department of Education.

1. The United States Department of Education recognizes the educational purposes and philosophies embraced by the following vocational student organizations as being an integral part of vocational education instructional programs.

   - American Industrial Arts Student Association
   - Distributive Education Clubs of America
   - Future Business Leaders of America-Phi Beta Lambda
   - Future Farmers of America
   - Future Homemakers of America
   - Health Occupations Students of America
   - National Postsecondary Agriculture Student Organization
   - Office Education Association
   - Vocational Industrial Clubs of America

2. The United States Department of Education recognizes the concept of total student development as being necessary for all vocational education students to assume successful roles in society and in order the future needed.

3. The United States Department of Education will provide technical and supportive services to assist vocational student organizations and State agencies in their efforts to improve the quality and relevance of instruction, develop student leadership, enhance employable responsibilities, overcome sex and race discrimination and stereotyping, and serve students of special populations.

4. The United States Department of Education recognizes the responsibility for vocational instructional programs and related activities, including vocational student organizations, rests with the state and local education agencies.

5. The United States Department of Education approves of Federal and State grant funds for vocational education to be used by the States to give leadership and support to these vocational student organizations and activities directly related to established vocational education instructional programs at all levels under provisions of approved State plans for vocational education.

Efforts on the part of State and local education agencies to recognize and encourage the growth and development of these vocational student organizations are highly important and deserve the support of all leaders in American Education.

T.H. Bell
Secretary of Education

Robert M. Worthington
Assistant Secretary for Vocational and Adult Education

Date September 18, 1981

STRENGTHENING VOCATIONAL EDUCATION IN THE 80's

THROUGH THE

RE-AUTHORIZATION OF THE VOCATIONAL EDUCATION LEGISLATION (PL 94-482)

BY THE

NATIONAL COORDINATING COUNCIL FOR VOCATIONAL STUDENT ORGANIZATIONS (NCCVSO)

CONCEPTS

I. Clarification of Term - High School.

II. Supervision and Administration of Vocational Education.

III. State Plan Requirements.

IV. Identity of Instructional Areas.

V. Definition of Vocational Education Student Organizations.

VI. Supervision and Administration of Vocational Education to Provide for Vocational Student Organizations.

PROPOSALS FOR THE
RE-AUTHORIZATION OF THE VOCATIONAL EDUCATION LEGISLATION (PL 94-482)
by the
NATIONAL COORDINATING COUNCIL
FOR VOCATIONAL STUDENT ORGANIZATIONS (NCCVSO)

1.	Concept:	Clarification of Term: High School
	Recommendation:	That the federal vocational education legislation and the accompanying regulations include the phrase secondary schools as defined by the State (rather than the term high school.)
	Rationale:	In the current legislation (Public Law 94-482) and the accompanying regulations, High School is defined as grades 9-12. In selected states secondary schools include grades other than those specified in the regulations. Federal legislation should allow states to define the grade levels to be included in secondary school instruction.
	Proposed Changes in Current Vocational Legislation (PL 94-482):	Refer to NCCVSO Attachment A, Item 1. (Section 101, page 2169, Declaration of Purpose).

PROPOSALS FOR THE
RE-AUTHORIZATION OF THE VOCATIONAL EDUCATION LEGISLATION (PL 94-482)
by the
NATIONAL COORDINATING COUNCIL
FOR VOCATIONAL STUDENT ORGANIZATIONS (NCCVSO)

II.	Concept:	Supervision and Administration of Vocational Education
	Recommendation:	That the federal vocational education legislation and the accompanying regulations provide full-time supervision in each vocational education instructional area.
	Rationale:	Program coordination and leadership is vital for quality vocational and adult education. The emphasis for qualified program specialists to serve occupational areas must be strengthened. In 1917, Congress enacted the Smith-Hughes Act which among other things provided for supervisors of vocational program areas at the state and national levels. Congressional acts subsequent to the Smith-Hughes Act have established vocational education as a major component of the manpower development system. Program leadership has proven to be the most valuable service in maintaining quality, promoting consistency and coordinating programs to insure that the employment needs of existing and emerging occupations are met. State vocational leadership in program areas has been greatly reduced in numbers, yet we have current legislation that provides for serving persons of all ages in all communities. Quality vocational training is directly associated with quality program leadership by specialists with expertise in the vocational area they are serving. Vocational and adult education is national in scope which requires it to be of a national priority receiving adequate staff in program leadership in each state if quality programs are expected.
	Proposed Changes in Current Vocational Legislation (PL 94-482):	Refer to NCCVSO Attachment A, Item 2. (Section 106, pages 2176-77, (a) General Applications).

PROPOSALS FOR THE
RE-AUTHORIZATION OF THE VOCATIONAL EDUCATION LEGISLATION (PL 94-482)
by the
NATIONAL COORDINATING COUNCIL
FOR VOCATIONAL STUDENT ORGANIZATIONS (NCCVSO)

III.	Concept:	State Plan Requirements
	Recommendation:	That the federal vocational education legislation and the accompanying regulations include a provision in the State Plan for identifying Vocational Student Organizations as an integral part of each vocational education instructional area.
	Rationale:	Federal legislation should define that student organizations are integral to avoid any misunderstanding as to the relationship of this important segment of the vocational education instructional area. Therefore, federal legislation should request, as part of its reporting system, a description of the vocational student organization activities. This would help insure that the student organ zations are functioning to serve the nee of students and as an integral part of vocational education.
	Proposed Changes in Current Vocational Legislation (PL 94-482):	Refer to NCCVSO Attachment A, Item 3. (Section 107, page 2180, (b) (2) (ii) Submittal to Commissioner).

PROPOSALS FOR THE
RE-AUTHORIZATION OF THE VOCATIONAL EDUCATION LEGISLATION (PL 94-482)
by the
NATIONAL COORDINATING COUNCIL
FOR VOCATIONAL STUDENT ORGANIZATIONS (NCCVSO)

IV.	Concept:	Identity of Instructional Areas
	Recommendation:	That the definition of vocational education in vocational education legislation and the accompanying regulations include the identity of the instructional areas which comprise vocational education. These instructional areas include, but are not limited to Agriculture/Agribusiness and Natural Resources; Business and Office Education; Health Occupations; Industrail Arts; Marketing and Distributive Education; Technical Education; Trade and Industrial Education, and Vocational Home Economics Education (Consumer and Homemaking Education, and Occupational Home Economics Education) along with the specific Vocational Student Organizations recognized by the Department of Education as an integral part of these programs.
	Rationale:	The overall strength of vocational education emanates from instructional area identity. By specifically identifying each instructional area, vocational education is in a better position to be accountable for programs. The preparation of students for employment is related to specific instructional areas. At local levels, students, parents, employers and teachers are instructional area oriented. Industry looks to instructional areas in education for employee recruitment. Instructional area identity provides impetus for leadership, improved instruction, and teacher preparation. Instructional identity also greatly enhances interest, pride and motivation of the students, teachers and administrative personnel.
	Proposed Changes in Current Vocational Legislation (PL 94-482):	Refer to NCCVSO Attachment A, Item 4 (Section 195, page 2211, (1) Definitions)

PROPOSALS FOR THE
RE-AUTHORIZATION OF THE VOCATIONAL EDUCATION LEGISLATION (PL 94-482)
by the
NATIONAL COORDINATING COUNCIL
FOR VOCATIONAL STUDENT ORGANIZATIONS (NCCVSO)

V. Concept: Definition of Vocational Education Student Organizations

Recommendation: That the federal vocational education legislation and the accompanying regulations include the definition of vocational student organizations as those organizations for persons enrolled in or associated with Vocational/Technical Education instructional areas, and which have national, state and local units, the activities of which are an integral part of the curriculum offering of a vocational education instructional area.

Rationale: Vocational student organizations are one of the unique instructional vehicles which has proven to be a valuable laboratory to make learning relevant, encompassing and motivating for students enrolled or associated with each Vocational/Technical Education program. Vocational student organizations are a proven structure for developing skills the individual needs for job entry, communications, citizenship, leadership, decision making, positive attitude towards learning and personal and occupational responsibility.

The vocational student organization as an integral part of each instructional area in vocational education combines intra-curricular and related activities through classroom instruction, laboratory activities and supervised occupational experience programs. Vocational student organization activities require the students to become prepared by study and experience.

Proposed Changes in Current Vocational Legislation (PL 94-482): Refer to NCCVSO Attachment A, Item 5. (Section 195, page 2213, (20) Definitions).

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PROPOSALS FOR THE
RE-AUTHORIZATION OF THE VOCATIONAL EDUCATION LEGISLATION (PL 94-482)
by the
NATIONAL COORDINATING COUNCIL
FOR VOCATIONAL STUDENT ORGANIZATIONS (NCCVSO)

VI.	Concept:	Supervision and Administration of Vocational Education to Provide for Vocational Student Organizations
	Recommendation:	That the federal vocational education legislation and the accompanying regulations provide full-time personnel for the purpose of supervising and providing leadership to each vocational education instructional area, including the responsibility for its related vocational student organization(s).
	Rationale:	Since vocational student organizations are an integral part of each vocational education instructional area, it is essential that adequate state supervision be provided for each vocational student organization.
	Proposed Changes in Current Vocational Legislation (PL 94-482)	Refer to NCCVSO Attachment A, Item 6, (Section 195, page 2213, (20) Definitions).

ATTACHMENT A
PROPOSED CHANGES IN
CURRENT VOCATIONAL LEGISLATION

Section 101 (Page 2169) Declaration of Purpose

CURRENT: It is the purpose of this part to assist States in improving planning in the use of all resources available to them for vocational education and manpower training by involving a wide range of agencies and individuals concerned with education and training within the state in the development of the vocational education plans. It is also the purpose of this part to authorize federal grants to states to assist them -

"(1) to extend, improve, and, where necessary, maintain existing programs of vocational education,
"(2) to develop new programs of vocational education,
"(3) to develop and carry out such programs of vocational education within each state so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes, and
"(4) to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on full-time basis,

so that persons of all ages in all communities of the state, those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market, but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in postsecondary schools, will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

PROPOSED: It is the purpose of this part to assist states in improving planning in the use of all resources available to them for vocational education and manpower training by involving a wide range of agencies and individuals concerned with education and training within the state in the development of the vocational education plans. It is also the purpose of this part to authorize Federal grants to states to assist them -

"(1) to extend, improve, and, where necessary, maintain existing programs of vocational education,
"(2) to develop new programs of vocational education,
"(3) to develop and carry out such programs of vocational education within each state so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes, and
"(4) to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis

so that persons of all ages in all communities of the state, those secondary schools (as defined by the state), those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market, but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in postsecondary schools, will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

2. Section 106 (Pages 2176-77) (a) General Applications

CURRENT: Any state desiring to receive the amount for which it is eligible for any fiscal year pursuant to this Act shall, through its state board, submit to, and maintain on file with, the Commissioner a general application providing assurances -

"(1) that the state will provide for such methods of administration as are necessary for the proper and efficient administration of the Act;

PROPOSED: Any state desiring to receive the amount for which it is eligible for any fiscal year pursuant to this Act shall, through its state board, submit to, and maintain on file with, the Commissioner a general application providing assurances -

"(1) that the state will provide full-time supervision in each vocational education instructional area as are necessary for the proper and efficient administration of the Act;

3. Section 197 (Page 2180) (b) (2) (ii) Submittal to Commissioner

CURRENT: (Item (ii) currently deals with a description of goals in terms of projected enrollment. We propose to insert a new item (ii) for the purpose of requesting a description of Vocational Student Organization activities. The current (ii) would become (iii).

PROPOSED: (ii) each Vocational Student Organization which is to be included as an integral part of each vocational education instructional area.

4. Section 195 (Page 2211)(1) Definitions

CURRENT: "(1) The term 'vocational education' means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree; and, for purposes of this paragraph, the term 'organized education program' means only (A) instruction related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training, and (B) the acquisition, maintenance, and repair of instructional supplies, teaching aids and equipment; and the term 'vocational education' does not mean the construction, acquisition or initial equipment of buildings, or the acquisition or rental of land.

PROPOSED: "(1) The term 'vocational education' means organized educational program, including but not limited to Agriculture/Agribusiness and Natural Resources; Business and Office Education; Health Occupations; Industrial Arts; Marketing and Distributive Education; Technical Education; Trade and Industrial Education, and Vocational Home Economics Education (Consumer and Homemaking Education, and Occupational Home Economics Education along with the specific Vocational Student Organizations recognized by the Department of Education as an integral part of these programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree; and, for purposes of this paragraph, the term 'organized education program' means only (A) instruction related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training, and (B) the acquisition, maintenance, and repair of instructional supplies, teaching aids and equipment; and the term 'vocational education' does not mean the construction, acquisition or initial equipment of buildings, or the acquisition or rental of land.

5. Section 195 (Page 2213) (20) Definitions

CURRENT: (Item 20 currently deals with the definitions of "administration". We propose to insert a new item 20 for the purpose of defining Vocational Student Organizations. The current item 20 would become item 21.)

PROPOSED: Vocational Student Organizations are those organizations for persons enrolled in or associated with Vocational/Technical Education instructional Areas, and which have national, state, and local units, the activities of which are an integral part of the curriculum offering of a vocational education instructional area.

6. Section 195 (Page 2213) (20) Definitions

CURRENT: "(20) For the purposes of the Act, the term 'administration' means activities of a state necessary for the proper and efficient performance of its duties under this Act, including supervision, but not including ancillary services.'

PROPOSED: "(20) For the purpose of this Act, the term 'administration' means activities of a state necessary for the proper and efficient performance of its duties under this Act, including full-time personnel for the purpose of supervising and providing leadership to each vocational education instructional area, including the responsibility for its related Vocational Student Organization(s) identified in paragraph (1) of Section 195, but not including ancillary services.

THE NATIONAL COORDINATING COUNCIL FOR VOCATIONAL STUDENT ORGANIZATIONS (NCCVSO)

- American Industrial Arts Student Association (AIASA)
- American Vocational Association (AVA)
- Distributive Education Clubs of America (DECA)
- Future Farmers of America (FFA)
- Future Homemakers of America (FHA/HERO)
- Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL)
- Health Occupations Students of America (HOSA)
- National Advisory Council on Vocational Education (NACVE)
- National Association of State Directors of Vocational Education (NASDVE)
- National Postsecondary Agricultural Student Organization (NPASO)
- Office Education Association (OEA)
- United States Department of Education (ED)
- Vocational Industrial Clubs of America (VICA)

The National Coordinating Council for Vocational Student Organizations (NCCVSO) functions for the purposes of: 1) identifying and coordinating activities which are mutually beneficial to vocational student organizations and their members. 2) sharing information which will enhance the development of vocational education students, and, 3) strengthening vocational education throughout the nation.

Mr. CORRADA. This morning, I want to introduce the panel of witnesses, and also I would like to introduce the executives from the nine vocational student organizations that are present and, of course, emphasize that this panel is representing all nine of these important student organizations.

First of all, seated behind me here is Ronald Applegate, executive director of the American Industrial Arts Student Association—if he would raise his hand or stand, that would be fine—Mr. Edward Miller, president and chief executive officer of Future Business Leaders of America and Phi Beta Lamda. I am pleased to have him here, particularly since he was recently appointed by President Reagan as Chairman of the National Advisory Council on Vocational Education.

We have here Mr. Woody Cox, administrative director of the National Future Farmers Alumni Association. In think he has guests with him, interns working with the Future Farmers at their headquarters. Then we have Mrs. Nora Smith, management coordinator for the Health Occupations Students of America, working out of their national office. I don't know if Ken Smith is here. He was here just a few minutes ago. He has recently been appointed by President Reagan as the Chairman of the Employment Policy Commission.

Forrest Sears is representing the Office Education Association, and is a board member of the Office Education Association, serving as a consultant to the Division of Vocational Education in Indiana.

We have Mr. Stephen Denby of the National VICA staff, associate executive director. We have Ms. Millie Reel, executive director of the Future Homemakers of America. It pleases me to introduce the new executive director of the Distributive Education Clubs of America, Dr. Fred Williford. I am not sure that the acting executive director of DECA is here with us, Ms. Elinor Burgess.

These executives represent an important part of vocational education where services are offered directly to students enrolled in vocational education.

Mr. CORRADA. We take note of the presence not only of the panelists, but of all the distinguished persons who have been identified and who have great interest in the subject of vocational education, and particularly the student organizations in the vocational education program. We are very pleased and delighted to welcome you all here this morning in addition to our distinguished panel.

You may proceed, Mr. Johnson.

Mr. JOHNSON. Thank you.

I would like to introduce all the members of the panel first in the order that they will present their testimony.

First, I would like to present Mr. Alfred Pelletier, chairman of the board, Mack Trucks, on my immediate left; Mr. Kenneth Edwards, director of skill improvement training, International Brotherhood of Electrical Workers, next to Mr. Pelletier; Donald Cork, national president of HOSA; and Mr. Robin Hovis, vocational agriculture instructor. That is the order of their presentations. I would like to turn it over to Mr. Pelletier.

Mr. CORRADA. You are welcome, Mr. Pelletier. Of course, we are anxious to listen to your testimony. Please proceed.

STATEMENT OF ALFRED W. PELLETIER, CHAIRMAN OF THE BOARD, MACK TRUCKS, INC., PENNSYLVANIA

Mr. PELLETIER. Mr. Chairman, my name is Alfred W. Pelletier, chairman and chief executive officer of Mack Trucks, Inc., one of the world's leading producers of heavy-duty diesel trucks and major components. I appreciate the opportunity to speak before the subcommittee today on a subject that is very important to me and to our country—vocational education and vocational student organizations.

As we are all well aware, the United States is facing a great challenge today as we endeavor to strengthen our economic, employment, and productivity situations for a more secure and predictable future. Because of the changing nature of our industries and population, nothing could play as important a role in American education planning as the vocational sector. Service industries and support functions to maintain the high technology consumer and business products generated through the past few decades offer significant and demonstrated growth potential. In fact, the demand for skilled labor in such areas is advancing at a faster rate than in the college-oriented professions.

However, the question is: Are we and will we be prepared to meet the demand with adequate numbers of properly trained and motivated young people? Will we be able to offer our young people who cannot or choose not to attend college the attractive and promising option of quality vocational education?

This morning, I will cite as illustrations my own personal experience in vocational education, the commitment of Mack Trucks, and our involvement with VICA, the Vocational Industrial Clubs of America. Hopefully, you will agree with my contention that support for vocational education should be maintained, and that the Vocational Education Act must be reauthorized.

I am a native of Toronto, Ontario, and following public school, attended the Danforth Technical Institute for training in automotive mechanics. Incidentally, in the educational system in Toronto, the students' first 2 years at technical schools involves both academic training and a sampling of all of the various trades. During the third year, the student then chooses either an academic course for the remaining 2 years or a trade with academic support courses. Choosing the latter yields the student credit for 2 years of apprenticeship upon graduation. I chose auto mechanics.

I then joined the Toronto Transportation Co. as an apprentice mechanic before serving with the Navy during World War II, and rejoined the organization with additional training after military service as a journeyman mechanic. After a few years of specializing on transit buses and promotion to shop foreman, I joined the Toronto branch of Mack's Canadian subsidiary as a shop foreman back in 1952.

Because of the good training that I had at technical schools and a real interest in the product, I was able to rise through the service organization and became Canadian service manager. A service call at a major logging firm a few years later marked my venture into the sales division when I convinced an operator to buy 10 diesel-powered Mack trucks rather than the less efficient gasoline-

powered competitors using my firsthand technical knowledge from years working in the shop. My initial foray into sales was successful and appreciated, and I rose through several sales and management positions before heading up the Canadian operation as a whole, and now, of course, the entire worldwide organization headquartered in Allentown, Pa.

Although I am by no means suggesting that a career in diesel mechanics will lead to corporate management, my technical training and apprenticeship experience gave me invaluable knowledge of the product and the crucial importance of service and maintenance. This is where our particular industry's labor shortage exists today, in competent service technicians to keep $70,000 trucks and tractors on the road making money for their owners and moving goods for Americans. We anticipate the need for perhaps 15,000 skilled diesel mechanics alone by 1985, and probably more, assuming an improved economic climate.

One of the many complex, costly and indispensible tools of commerce, trucks represent not just an automotive product, but a capital investment for their owners and their operators. No matter how well designed and built the product may be, it still requires preventive maintenance and occasional repair, and to fleets that are large and small, down-time can mean disaster. The losses caused by unscheduled repair or rework of service not performed correctly the first time must be multiplied several times to give effect to contracts not met and material not delivered. Therefore, you can appreciate the importance of trained people who can work efficiently and effectively.

Not only do we require skilled mechanics, but also machinists to perform critical operations in the manufacture of components such as diesel engines and heavy-duty axles. This is not just a Mack situation, but a national situation. For example, almost 20 years ago, the United States held 21 percent of the world market in machine tool production; that figure has since dwindled to 7 percent. Now you have all heard figures like this before, but have you considered that part of our problem might lie in an unwillingness to adequately invest in our young people and to prepare them educationally for tough world competition?

At Mack Trucks, we feel a deep sense of responsibility for supporting and promoting vocational education, not just because of its value to us as a company, but because of its value to our Nation's young people and our economy in general. I know that many of our competitors in the truck business agree. We support vocational training through the donation of components and vehicles to trade and technical schools, as we realize that any meaningful learning experience can only be attained with current equipment and not with vintage material headed for the scrap pile. We, of course, support our own people with training programs to keep our service at the leading edge of the industry. And we wholeheartedly support an organization which demonstrates the great work possible when business and educators get together with dedication and strength of purpose—VICA.

The Vocational Industrial Clubs of America joins nearly 300,000 members in the common pursuit of high professional and character development in a number of wide-ranging fields which are general-

ly defined as part of vocational education. Each year, regional and then State VICA organizations send their best student representatives in all fields to the U.S. Skill Olympics, which this year will be held in Louisville, Ky., June 23 to June 25.

Industry sponsors provide the most modern tools and equipment for the competitions which yield national champions in their respective categories. Mack, for example, provides several trucks, engines, tools, and technical advisers each year. We are so enthusiastic that we also provide travel expense scholarships to all State champions in the diesel mechanics category so they may bring their instructors with them to this prestigious competition. This amounts to approximately $70,000 alone, but our total investment goes far beyond that in dollars and in time.

Why do we do it? Because of the great number of young mechanics Mack will hire? Not so. In fact, last year, we managed to lure only nine of the State champions from the U.S. Skill Olympics in Atlanta. Other companies got the others. We at Mack feel that it is in the best interest of our industry and our country to contribute to the long-term development of a skilled vocational work force. Although there are several fine student organizations in existence for various fields, we find VICA to be an effective example and one that further concentrates on establishing high standards of both performance and ethics in almost 40 different disciplines. The enthusiasm and excitement that fills the air at a Skill Olympics competition is something that must be experienced to be appreciated.

As reinforcement to my earlier comment on international competition, last year, for the first time, VICA made the Skill Olympics an international event with students competing from 13 European and Asian nations in addition to Americans. The competition was fierce. It was apparent from the beginning that we in this Nation are not making the investment of time and resources to make our young people truly competitive. Our American competitors had the heart and the spirit, but their level of expertise fell short of our friends overseas.

Some additional facts about VICA: the National VICA Skill Olympics alone generates $6.5 million in donated equipment and materials, as well as 2,000 volunteer days from industries. These donations are greatly multiplied considering each individual State and district event.

National VICA serves, as I said before, nearly 300,000 members annually in 13,000 local units in 49 State associations and three territories. VICA activities are supported by 225 corporations, trade associations, and labor unions. VICA's annual operating budget approaches $1,800,000, and not one Government dollar supports National VICA. VICA produces 60 different training publications, has 22 staff members, sends 1.5 million periodicals to its members and an additional 580,000 pieces of material to its clubs, and conducts a wide variety of public relations, training, and liaison activities for its members.

Again, I use VICA as an example because I am most familiar with it. But its values are greatly multiplied when considering all of the other vocational student organizations which serve 2 million members annually.

My overall purpose today in urging the reauthorization of the Vocational Education Act is communicating the importance of establishing basic occupational skills early in the lives of students. Here, Government must play a role. Business is involved in training and vocational education because it is a matter of survival. We must confine our efforts to our specialized areas because of practicality and limited available resources. We cannot stretch back and involve ourselves in basic vocational and labor skills—that is a matter of national importance for national consideration.

Therefore, I recommend the following:

Vocational student organizations should be included in new vocational education legislation establishing them as a contributing element to employability of vocational graduates.

Legislation should include standards of quality that gives States guidance with administering student activities to insure graduates have the leadership and citizenship skills learned in vocational student organizations.

Student activities should be supervised and administered by personnel at the State and local level with background and expertise in the related disciplines or services. For example, VICA should be directed and administered by a specialist in the trade and industrial field, Future Farmers of America by a specialist in the agriculture field, et cetera.

Funding for vocational education should be maintained as America's investment in the future.

Vocational education should be coordinated by a single agency at the State level.

I offer my remarks and recommendations today with full realization of the economic dilemma our Government faces at present. Believe me, as the leader of a major corporation hard hit by the persistent recession, no one need convince me of the need to carefully manage Government spending.

However, I feel just as strongly that we must look to the future and act with long-term benefits in mind. America's young people are our most valuable asset in insuring a strong future for this Nation. They need all of the support and education we can give them. And vocational education is the long-neglected area where the need is most crucial today.

We accept the proposition of a public-private sector cooperative effort in vocational education, and most of America's major businesses have demonstrated the willingness to do their part. But we must have continued Government support to maintain the momentum. We have a program that is making much needed progress where it counts—with young Americans entering the vocational education system. We cannot wait, and we cannot lose sight of our responsibilities and our confidence in our young people. We must act now to strengthen America's future.

Thank you, Mr. Chairman, for the opportunity to address the distinguished subcommittee this morning.

Mr. CORRADA. Thank you, Mr. Pelletier, for your excellent statement in support of the VEA reauthorization, as well as strengthening the role of the vocational student organizations in this act.

Although we will proceed to listen to the other witnesses before we question any of the panelists, I would like to state that, in addi-

tion to being impressed by your testimony, perhaps your own personal example of what vocational education can contribute to the success of an individual is the best testimony of it all.

Mr. PELLETIER. Thank you very much, Mr. Chairman.

Mr. CORRADA. The fact that you have achieved that high success by becoming chief executive officer and president of Mack Trucks, Inc., not only as an organization in the United States, but of the entire worldwide operation, is a good example of how a vocational education certainly offers the opportunity of tremendous success to anyone who, as an individual, wants to make that success happen.

Mr. PELLETIER. Thank you.

Mr. CORRADA. By the way, let me mention that the nine student vocational organizations that have been recognized by the Department of Education are the American Industrial Arts Student Association; Distributive Education Clubs of America; Future Business Leaders of America, Phi Beta Lamda; Future Farmers of America; the Future Homemakers of America; the Health Occupations Students of America; the National Postsecondary Agricultural Student Organization; the Office Education Association; and the Vocational Industrial Clubs of America.

So, as you can see, the interest of these nine organizations cover a broad spectrum of different economic and business activity in the Nation's economy. And, of course, they are of great significance to all of us.

Mr. CORRADA. Now we will proceed with the second panelist, Mr. Kenneth Edwards, director, skill improvement training, International Brotherhood of Electrical Workers.

We welcome you, Mr. Edwards. You may proceed with your statement.

STATEMENT OF KENNETH R. EDWARDS, DIRECTOR, SKILL IMPROVEMENT TRAINING, INTERNATIONAL BROTHERHOOD OF ELECTRICAL WORKERS, DISTRICT OF COLUMBIA

Mr. EDWARDS. Mr. Chairman and distinguished members of the committee, my name is Kenneth R. Edwards. I am director of the skill improvement training department of the International Brotherhood of Electrical Workers. I am testifying today on behalf of our international president, Charles H. Pillard, who is unable to be present today because he is out of town conducting progress meetings across the United States.

The IBEW represents more than 1 million members employed in more than 800 occupations in the different branches of the electrical and electronic industries. We are deeply concerned about the quality of education and training available, not only for our members and their families, but also our potential members.

In addition, the IBEW has a long tradition of support for liberal education which helps the youth of today reach their full potential to become the workers, professionals, and leaders of tomorrow.

Whether the young person elects to emphasize a more theoretical/academic program of a more practical/vocational program, we believe that the youth, as well as our members and their families, all have a right to the highest quality education in the American system: that is, an education that is a sound preparation for the

broad range of activiteis known as "life." This means preparations for work, for managing a home, for enjoyment of cultural and artistic activities, and preparation for those moments of reasoning about humanity's place in our world.

The IBEW also has long supported activities dedicated to enhancing the human dignity of those who work. We have also supported those who teach responsibilities and respect for justice and security.

With these objectives in mind, the IBEW has been extremely proud to support vocational student organizations which strive to instill in students the proper motivation and attitudes toward work, individual self-confidence, humility, respect for the dignity, love of country, and honesty. The brochure which we have attached to our testimony illustrates our support for one of these organizations. We find that the students within this organization and other organizations develop not only job and employment skills, but they also gain in social awareness, interpersonal skills, citizenship qualities, and leadership skills which are greatly needed by our society today.

We have found that vocational student organizations over time are not only a unique instructional vehicle, but they also provide a valuable laboratory for secondary and postsecondary students, instructors, administrators, and representatives of labor and management of industry, commerce, and business. These vocational student organizations have insured the quality and the relevance of instruction in areas beyond the classroom, in the fields of citizenship, character development, work ethics, appreciation of free enterprise, pride in quality of work, and entrepreneurship. In many cases, we have found that students who belong to such organizations are the true link between the worlds of education and work.

Since you have already mentioned all the student organizations, we will not mention them.

We do ask for your consideration and urge that such vocational student organizations be recognized and considered as an integral part of the curriculum offering of each vocational education instructional area.

We would also like to urge that, in developing legislation for vocational education for the 1980's, there be provision to permit interaction among groups and institutions in order to treat the root causes and not merely the systems of our problems of poverty, moral decay, lack of common purpose, unemployment, and the waste of natural resources, including human resources. If this country is to remain an independent, productive society, we must address problems of human resource development in the following ways:

By addressing the particular needs of the disadvantaged and the handicapped and of the inner city and the rural communities with regard to equal access to quality vocational education programs; by providing Federal assistance where needed in the erection of new facilities, the purchase of new equipment, and the recruiting of an expanded and better trained teaching staff; by considering the resources needed for vocational education teachers, and for research, demonstration, and evaluation; by considering the need for increased emphasis on adult vocational education so that our mem-

bers, their families, and others may move into an era of high technology with the proper training; by maintaining the Federal leadership role; and by rejecting block grant proposals.

On behalf of the IBEW and our international president, I would like to thank you for the opportunity to testify here today. We look forward to continuing work with you and your staff and the members of this committee in the reauthorization of vocational education legislation.

Mr. CORRADA. Thank you, Mr. Edwards. Your statement will be made a part of the record. We appreciate very much your excellent testimony. We will defer the questions until all of the members of the panel have finished with their testimony.

[Attachments to Mr. Edwards' statement follow:]

97-519 O—82——4

FUTURE HOMEMAKERS OF AMERICA
FHA Chapters
HERO Chapters
National Headquarters 2010 Massachusetts Avenue NW Washington DC 20036 202 833 1925

May 25, 1982.

Future Homemakers of America's Statement to be Included as Part of the Congressional Testimony for the Reauthorization of the Vocational Education Act - June 8, 1982

Future Homemakers of America is a national vocationally centered student organization of 395,000 home economics students (young men and women) through grade 12 in all 50 states, the District of Columbia, Puerto Rico and the Virgin Islands. The major objective of Future Homemakers of America is to help youth assume their roles in society through Home Economics Education in areas of personal growth, family life, vocational preparation and community involvement. Chapter projects focus on a variety of family and teen concerns, including health and nutrition, teen pregnancy, family relationships, working with children and elderly, energy conservation, consumerism and career development.

Through youth-centered leadership, which involves all chapter members in the decision making/planning process, students in 12,500 FHA and HERO chapters emphasize home economics related occupations, and plan activities that benefit family, school, community and business life. FHA trains student leaders to share their knowledge, skills and know-how with other teens resulting in a nationwide network of teen-to-teen communicators (peer educators).

A non-profit national vocational education organization for students in home economics and related occupations courses in public and private schools. Sponsored by the U.S. Office of Education and the American Home Economics Association.

Outreach Action

During the 1981-82 school year, Future Homemakers of America provided youth employment services to 350 young people in eight HERO chapters across the United States who include refugees unable to cope in a new environment, pregnant teens or teen parents responsible for supporting families, members of minority groups deprived of job opportunities, handicapped youth lacking basic job skills and teens living in areas where jobs and training are not readily available. Six of the eight local projects (AL, KS, KY, MT, TX and VA) were so successful in helping youth develop their employment skills that these states have secured continued funding for the projects through local and state vocational education funds. The Youth Employment Project was funded by the Department of Labor to the National Collaboration for Youth as a part of a collaborative effort for twelve of its thirteen member agencies.

Over the past seven years, FHA and the March of Dimes Birth Defects Foundation have co-sponsored the project --- HEALTHY BABIES: CHANCE or CHOICE? More than 2,000 high school students have been trained, who in turn have reached more than 3,000,000 teens. The mission is to promote mature decision making and to help other young people understand the risks of unplanned pregnancies for themselves and future children.

A spin-off of the HEALTHY BABIES project is another peer education effort, The Student Body Project, that went national this year. The teen-to-teen message is that being fit, feeling fine and looking good depend upon sensible eating and regular exercise. Although these young people are well prepared with the facts, they don't pretend to be experts. They see themselves as consciousness-raisers, generating peer interest, putting pizzazz into dull topics and presenting facts with a youthful flair and humor.

As an integral part of the home economics education curriculum, Future Homemakers of America provides an atmosphere for strengthening the family, learning life skills, and developing youth leadership.

Future Homemakers of America, Inc.

FACT SHEET

FHA Chapters/HERO Chapters Mildred Reel, Executive Director

Structure.

Future Homemakers of America was founded June 11, 1945. It is incorporated in the District of Columbia.

Fourteen National Officers (youth) are elected by the voting delegates to the National Leadership Meeting. Twelve represent the membership at large and two represent Home Economics Related Occupations (HERO) membership. Together they make up the National Executive Council.

The National Board of Directors is composed of adult representatives plus five youth representatives. State Associations and local chapters elect their own youth officers. State programs come under the direction of the Home Economics Education Staff, State Department of Education. Chapter advisers are home economics teachers.

Objective.

To help youth assume their roles in society through Home Economics Education in areas of personal growth, family life, vocational preparation and community involvement.

Membership.

Future Homemakers of America has a national membership of half-a-million young women and men in 12,500 chapters located in all fifty states, the District of Columbia, Puerto Rico, the Virgin Islands and American schools overseas. Any student who is taking or has taken a course in home economics is eligible through grade twelve. There are two types of chapters:

FHA Chapters place major emphasis on projects involving consumer education, homemaking and family life education. Chapters also explore home economics related jobs and careers with the realization that homemakers fill multiple roles as community leaders and wage earners.

HERO Chapters place major emphasis on preparation for jobs and careers with recognition that workers also fill multiple roles as homemakers.

Professional home economists, alumni and other friends may become Associates of Future Homemakers of America.

Program Development.

The major program goal is to develop youth leadership capabilities. PROGRAM ACTION IMPACT, a decision-making process, and ENCOUNTER, an individual goal-setting process, were designed with student input as methods for members to plan and carry through in-depth, home economics related projects based on their own concerns and interests.

National Staff.

The National Staff, located in Washington, D.C., serves FHA/HERO members and adults in Home Economics Education through program development, publications and membership services.

National Publications.

TEEN TIMES, the official magazine of Future Homemakers of America, is published four times during the school year as part of membership services. The National Staff publishes other resource materials for FHA/HERO members and adult leaders. A free catalog is available upon request.

Sponsors.

Future Homemakers of America is supported by membership dues as well as individual, corporate and foundation gifts.

The official sponsors of the organization are the U.S. Office of Education (Division of Vocational and Technical Education) and the American Home Economics Association. Their sponsorship is reflected in cooperative support systems and technical assistance rather than direct financial support.

Cooperating groups include the American Vocational Association and the Home Economics Education Association.

Unique Features.

Future Homemakers of America is a vocational student organization functioning as an integral part of the Home Economics Education curriculum that operates within the school system.

Future Homemakers of America provides opportunities at national, state and local levels for student initiative and direction in planning and carrying out individual and chapter projects based on a philosophy of cooperation.

Future Homemakers of America emphasizes personal growth, stressing value clarification and decision making.

Future Homemakers of America realizes that all individuals have leadership potential and works to develop and recognize those capabilities.

Future Homemakers of America is the only youth organization with the family as its central focus.

Future Homemakers of America is a nonprofit national vocational education organization for young men and women in home economics and related occupations courses in public and private schools.

2010 Massachusetts Avenue NW Washington, DC 20036 (202) 833-1925

American Industrial Arts Student Association
1908 Association Drive, Reston, Virginia 22091. Phone: (703) 860-9000

The American Industrial Arts
Student Association (AIASA)

AIASA is the only national student organization devoted exclusively to the needs of industrial arts students at the elementary, junior high/middle and high school levels of education.

AIASA's mission is to develop and carry out a program of activities and supportive services for student members. These activities are designed to develop the leadership and personal abilities of students as they relate to our industrial and technical world.

AIASA's mission has been officially recognized and endorsed by the United States Department of Education; the American Vocational Association; the National Association of Secondary School Principals; and numerous state education agencies.

AIASA is affiliated with the American Industrial Arts Association--the national professional association of industrial arts educators.

AIASA has the potential of serving approximately 8 million industrial arts students across the nation.

AIASA is the largest industrial arts organization in the country today. AIASA membership represents 34 states, 900 chapters, and 20,000 industrial arts students.

AIASA materials and services are available to all members, local chapters, and state associations of AIASA.

AIASA offers co-curricular and extra curricular activities that make a student's education and training more meaningful.

AIASA provides the opportunity for individual student growth, development, and maturation according to his or her own interests and abilities.

AIASA offers prestige and recognition through a national program of contests and awards.

AIASA serves to broaden perspectives through national publications and a system of interstate and interchapter communications. The official publication, SCHOOL SCENE, is published four times a year for the members.

AIASA assists students in making informed and meaningful occupational choices.

AIASA provides for Business and Industry participation and support through CABIL, the Council of AIASA Business and Industrial Leaders.

"Learning to Live in a Technical World"

97-519 53

MAY 24 1982

DECA

FACT SHEET

AGREED TO ORGANIZE: March 1946, Memphis, Tennessee

VOTED TO INCORPORATE: 1948, St. Louis, Missouri

INCORPORATED: 1950, Richmond, Virginia

NAME: Distributive Education Clubs of America, Inc. (DECA)

STRUCTURE: DECA (Distributive Education Clubs of America) identifies the program of student activity as an integral part of Marketing & Distributive Education which is a program of instruction in marketing, merchandising and management.

DECA's High School Division is the only national student organization operating through the nation's schools to attract students to careers in marketing, merchandising and management.

PURPOSE:
1) To further develop education in marketing and distribution which will contribute to occupational competence, and
2) To promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system.

MEMBERSHIP: In all fifty states plus Puerto Rico, District of Columbia, Guam, the Virgin Islands and Canada, DECA's national membership is almost 200,000 young men and women and Advisors.

ACTIVITIES: DECA encourages private enterprise and economic awareness through instructional aids and activities, exposure to business leaders and practical experience in business.

DECA encourages civic awareness and responsibility through professional conferences, Chapter activities, school betterment projects and support of community activities.

DECA maintains a series of State and National Competition – all designed to stimulate, motivate and reward student accomplishment; encourage career choices; and strengthen occupational competence.

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA • 1908 Association Drive • Reston, Virginia 22091 • (703) 860-5000

DECA maintains its own Scholarship Program to stimulate, assist and encourage its members toward higher education.

The National DECA Center in Reston, VA, and its staff are maintained entirely by student dues and other internal income. All contributed funds are used for incentive programs.

All funds are used directly for student benefit through our program of student activity:

Advisor Aids	Member Services
Awards & Recognition	National Competition
Career Conferences	Professional Services
Chapter/State Services	Program Development
Civic Participation	Publications
Leadership Development	Public Information
Member Incentives	Scholarship Award

MORE FACTS:

After graduation, 96% of our student members are either employed or begin pursuit of higher education.

Membership in DECA is open to any student enrolled in any Marketing & Distributive Education instructional program, along with their instructors, school officials, parents, employers, or Alumni of the instructional program. Most DECA Chapters are self-supporting with student membership paying local, state and national affiliation fees.

DECA activities are centered in the school under the supervision of a teacher/coordinator. Chapter activities serve as the "showcase" for student achievement and program representing their school.

MkDE students have specific career objectives and interests. Each is studying for a specific career in marketing and distribution.

Attendance at the National Career Development Conference is earned by the outstanding leaders, members and Teacher/Advisors from each school Chapter within each State Association who conduct their own conferences to determine student eligibility to attend the National Career Development Conference.

A Parade of State Flags marks the opening of the National Leadership Conference during which almost 10,000 awards and recognitions are made.

052681

Fact Sheet

Future Business Leaders of America-Phi Beta Lambda

FBLA

Organization	Future Business Leaders of America-Phi Beta Lambda, Inc., P.O. Box 17417-Dulles, Washington, D.C. 20041, 703-860-3334
Chief Administrator	Edward D. Miller, President & Chief Executive Officer
Purpose	The purpose of the organization is to bridge the gap between classroom and office world by giving students a chance to learn, first-hand, about the business community. Organizational goals include: • developing business leadership • understanding American business enterprise • establishing career goals • encouraging scholarship • promoting efficient financial management • developing character and self-confidence
History	The FBLA concept was developed in 1937 by Hamden L. Forkner of Teachers College, Columbia University, New York City. In the fall of 1940, official sponsorship of FBLA was accepted by the National Council for Business Education. On February 3, 1942, the first chapter was organized in Johnson City, Tennessee.
Structure	FBLA-PBL, Inc. is a non-profit (501) (c) (3), vocational education organization of students pursuing careers in business or business education. It is composed of three divisions: FBLA for high school students; PBL for postsecondary students; and an alumni division formed from both groups. There are more than 200,000 active members in 8,500 local chapters located throughout all 50 states and the U.S. territories. The association is organized on the local, state, regional and national levels. Local chapters operate under the guidance of teacher/advisers and advisory councils composed of school officials, business people and community representatives. State advisers help coordinate chapter activities and report to the national organization, located in Washington, D.C.

Fact Sheet

page two

Future Business Leaders of America
Phi Beta Lambda

FBLA

Projects

Since competition is a major part of the free enterprise system, FBLA-PBL, Inc. sponsors a National Leadership Conference during which students compete in individual and team competitive events.

Students conduct projects encompassing the areas of professionalism, civic service, career development, social awareness, and economic education. These activities usually involve the local community and serve as a common meeting ground for students and business people.

Funding

FBLA-PBL, Inc. is financed almost entirely by dues and local chapter fundraising. Corporate donations also play an important role.

Materials

FBLA-PBL, Inc. furnishes publications as a means of keeping its membership informed. Tomorrow's Business Leader is a student-oriented magazine; Headline is a newsletter for advisers and professional members; educational packets include suggested projects to be developed at the local level; an organizational manual serves as a reference guide; brochures and posters are included in supplemental materials provided periodically.

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FUTURE BUSINESS LEADERS OF AMERICA

PHI BETA LAMBDA, INC.

FBLA

Recipient of:
Freedoms Foundation Honor Medal
Horatio Alger Association Youth Recognition

NEWS RELEASE

April 27, 1982

Contact:
Marjina M. Kaplan
Communications Director
703-860-3334

High school and college students across the nation reaching out to their local business communities provide the power behind one of America's strongest vocational student organizations. Future Business Leaders of America-Phi Beta Lambda (FBLA-PBL) presents -- nationwide -- successful models of private sector initiatives. There are 218,000 members of this association, actively participating on a continuing basis in projects designed to bring together the worlds of education and business.

FBLA-PBL is a non-profit vocational education association organized on the local, state, regional and national levels. Members are students in high school and college, and local chapters operate under the guidance of teacher/advisers and advisory councils composed of school officials, business people and community representatives. State advisers help coordinate chapter activities and report to the national organization, located in Washington, D.C.

The organization's theme is "in touch with the business of America," and each year teams of young people engage in competitive events designed to help them make linkages with the business community beyond their classrooms.

The most recent interaction program being undertaken by FBLA-PBL is the Getting Involved project, funded by Chevron U.S.A. The program involves a packet of information, distributed to the local chapters, to be used by the students in a step-by-step process of linking their activities with local business groups.

P.O. Box 17417-Dulles • Washington, D.C. 20041 • 703-860-3334

task force...add one

The packat deals with three specific topics: entrepreneurship, technology and productivity; and each topic carries the objective of an identified activity bringing students and business people together in a cooperative venture.

Working cooperatively with local community leaders is not new to FBLA-PBL students. The organization has been in existance since 1942, and its 40-year history has been studded with such outreach efforts.

Annually, Standard Oil (Indiana) has sponsored the Business Advocacy Award, which encourages development of a community information program about the American free market system. Winners are chosen on a regional basis, with presentation of cash grants during the FBLA-PBL National Leadership Conference every July. Brief descriptions of the most recent winning activities can be found in the enclosed reprint.

Lending its support to strategic planning for national FBLA-PBL is its National Advisory Council, composed of a group of interested businessmen from all regions of the country. The NAC sponsors a Leadership Award, which recognizes innovative, creative and effective plans to increase dialogue and interaction with business leaders. Winning plans have included such ideas as an Adopt-a-Business program to improve student knowledge and understanding of business and business leaders in the community by working closely with them. Another successful program last year involved a local chapter's assembling an advisory committee to use as a sounding board against which it tested its ideas for free enterprise activities. Details of these two success stories are also found in the enclosed reprint.

Guiding the national FBLA-PBL association is its CEO Edward D. Miller, who brings to the position a dual background in education and business. Miller was recently selected by President Ronald Reagan to chair the National Advisory Council on Vocational Education.

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FUTURE FARMERS OF AMERICA

BACKGROUND

Founded in Kansas City, Missouri in 1928. Chartered by the 81st Congress in 1950 as an integral part of the program of Vocational Agriculture (Public Law 740).

PURPOSE

The purpose of the FFA is to develop agricultural leadership, cooperation and citizenship in the student of Vocational Agriculture.

SCOPE

The FFA is active in all 50 States, Washington, D. C., and Puerto Rico. In 8,313 chapters (schools), 482,611 students are active members of the FFA.

ADMINISTRATION

The National Organization is governed by a Board of Directors specified in the Federal Charter. Student delegates based on membership meet annually at the National FFA Convention held in Kansas City, Missouri. Six (6) National Student Officers are elected to serve a one year term. These Officers travel nationwide throughout the year representing their Organization.

MAJOR PROGRAMS OFFERED

Leadership Development - Each Chapter elects student officers and committee chairmen who work cooperatively with the Chapter Advisor (Instructor of Vocational Agriculture) in carrying out the Chapter program of activities. State Associations and the National Organization provide extensive leadership development camps, conferences and workshops throughout the year.

Nationally the FFA conducts 27 Regional and National Workshops for 2,200 Chapter and State student leaders of FFA.

International Development - The FFA Work Experience Abroad (WEA) Program takes FFA members to 25 countries for three to twelve months experiences. FFA representatives will attend the World Conference on Agriculture Education October 25-29 in Berlin, West Germany. Similar programs in other countries are known as FFJ (Japan); FFB (Brazil); FAC (Colombia); FAOEP (Panama); FFA (Thailand); FFK (Korea); and Young Farmers (United Kingdom).

Citizenship Development - One of FFA's largest and most successful programs is a Community Development effort entitled "Building Our American Communities (BOAC). This award incentive program encourages FFA members to become involved in community development programs which encourage cooperative activities with local, civic and governmental leaders. Through BOAC members identify community needs, select worthwhile community programs which involve financial support from all sectors of the community to complete these community development activities. The program started in 1971 and over 1,500 chapters annually participate in the program.

SUPPORT GROUPS

National FFA Foundation - Currently 871 Businesses, Industries, Organizations and individuals invest annually in the program of the FFA through the National Foundation.

National FFA Alumni - The Alumni of FFA is organized in 48 States with 23,000 active membership in 700 local community affiliates.

NATIONAL CONVENTION

The FFA operates the world's largest student Convention. In 1981 over 22,000 FFA members, Advisors and guests met to conduct business, participate in National Contests, explore careers and recognize outstanding accomplishments.

FOR FURTHER INFORMATION CONTACT:

National FFA Center
P. O. Box 15160
Alexandria, Virginia 22309
Tel.: (703) 360-3600

HEALTH OCCUPATIONS STUDENTS OF AMERICA

WHAT IS HOSA?

The Health Occupations Students of America (HOSA) is one of the nine national vocational student organizations officially recognized by the United States Office of Education. HOSA is designed specifically to meet the needs of students in vocational health occupations education programs. Its purpose is to provide students with the opportunities to develop leadership skills, occupational and personal competencies, and social skills which lead to realistic choices of careers and successful employment in the field of health.

HISTORY OF HOSA

Groundwork for HOSA was laid during a planning meeting at Cherry Hill, New Jersey November 1975. Participants included representatives from six states - Oklahoma, New Mexico, Texas, Alabama, North Caroline and New Jersey - which had an organized health occupations state student organization in existence.

At the Cherry Hill meeting, the decision was made to convene a Constitutional Convention in Arlington, Texas during the Bi-Centennial year of 1976. Responsibility for developing the organization was assumed by students and their advisors from the six charter states. This Convention was held in November 1976 and National By-Laws were adopted.

Our Fifth Annual National Conference will be held June 24-26, 1982 in Chicago.

MEMBERSHIP OF HOSA

Membership in HOSA is open to students enrolled in Health Occupations Education Programs under the auspices of the appropriate State Board of Vocational Education, Health Occupations Education. The 1981-82 HOSA membership is 30,634 from 1,041 local chapters. The twenty-seven affiliated states include: Alabama, Colorado, Delaware, District of Columbia, Florida, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Oklahoma, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Virginia and Wisconsin.

HOW IS HOSA FINANCED

HOSA is financed, so far, solely through student membership assessments of $2.00 per student per year. Our operating budget is limited to the $60,000 received from this source.

ACTIVITIES OF HOSA INCLUDE

1. Providing Leadership Training Conferences
2. Promoting involvement in current health issues and environmental concerns.
3. Providing services to voluntary health care agencies.
4. Conducting recreational activities for health care agencies.
5. Conducting community service projects.
6. Conducting fundraising activities for individuals and voluntary health care agencies.

National PostSecondary Agricultural Student Organization

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Executive Director and Treasurer
Kenneth Olson
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Cobleskill, New York 12043
(518) 234-5073

NPASO FACTS

-- Organized March, 1979 under Draft Bylaws

-- Bylaws adopted March, 1980, officially formed

-- 8,500 members in approximately 20 States

-- Available to students who are in postsecondary programs in agricultural related programs in approximately 540 institutions in all States

-- The programs of instructions cover all areas of agriculture and agriculturally related occupations

-- The organization provides incentive awards for members that will enable them to enhance their training for their chosen occupation

-- The organization is governed by six National Officers, selected by the membership, and other Board members that consist of representatives from teachers, teacher educators, state supervisors, business, industry and the U. S. Department of Education

-- The organization has its annual National Meeting in March of each year to conduct its business. In the interim, there are two Board Meetings to take care of the business of the organization

-- Dues for the organization are paid on an institutional basis, therefore eliminating the payment of individual dues

# # # #

Office Education Association

1120 Morse Road, Columbus, Ohio 43229, 614/888-5776

ORGANIZATIONAL FACT SHEET

WHAT IS OEA?

The Office Education Association is a national association for students enrolled in vocational business and office education. It is a co-curricular activity that is an integral part of the educational program which is designed to develop leadership abilities, interest in the free enterprise system, and competency in office occupations within the framework of vocational and career education.

MEMBERSHIP

OEA is divided into four distinct divisions: secondary (high-school), post-secondary (junior and community colleges and vocational-technical schools), collegiate (baccalaureate or post-baccalaureate) and alumni.

Currently, the Office Education Association has over 75,000 members in 3,500 chapters located in 18 states.

NATIONAL OFFICERS

Leadership and personal development is emphasized at all levels of OEA. The student representatives annually elect 22 national student officers for the three student divisions. These officers implement and promote OEA programs and serve as the primary spokespersons for the organization.

BOARD OF DIRECTORS

The governing body of OEA is composed of 16 individuals representing all segments of the organization: state supervisors of business/office education, local advisors, students, business representatives, and teacher education.

OEA HEADQUARTERS AND STAFF

OEA National Office	1120 Morse Road, Suite 225, Columbus, OH 43229
OEA National Staff	Dorothy M. Goodman, Executive Director Dwight Loken, Associate Director Alice (Jody) Olson, Communications Specialist (2 full-time and 3 part-time additional support staff)

PROGRAMS FOR MEMBER INVOLVEMENT

OEA provides leadership in the development of programs which recognize special projects in various involvement areas. The programs are designed to involve every OEA member and fit into the categories of professional, financial, civic, service, and social.

Some 70 different competitive events are offered at the Secondary and Post-Secondary levels. Much of the success of the OEA competitive events program is attributed to corporations and foundations which become involved annually as sponsors of competitive events. During 1980-81, 12 companies sponsored 28 competitive events.

Since 1975, Special Olympics has been OEA's national service project. OEA members volunteer their time and raise funds for Special Olympics.

the national organization dedicated to leadership and competency development for business and office careers

Safety activities continue to flourish among OEA chapters. Involvement includes projects in traffic safety, office safety, fire safety, and rape prevention. OEA's main objective in this area is that students learn the importance of safety in the office work place and in everyday living.

OEA chapters continue their involvement in free enterprise projects. The Secondary project was sponsored by The Amway Corporation Free Enterprise Institute while the Post-Secondary project was sponsored by The Standard Oil Company of Ohio (SOHIO). Recognition was given to OEA members and chapters for outstanding free enterprise and economic awareness efforts in their schools and communities.

The Torch Awards Program is designed to recognize OEA members for their involvement in OEA in seven different categories of participation. Recognition is given on local, regional, state, and national levels. Over 6,000 OEA members received recognition for achieving the local award in 1981.

New programs that OEA chapters became involved with during 1980-81 included citizenship involvement where chapters completed projects in energy-related activities, school improvement projects, and community betterment activities. Thirty-eight OEA chapters received the OEA Citizenship Involvement Award in 1981.

INVOLVEMENT WITH THE PRIVATE SECTOR

Many corporations support the Office Education Association through various types of financial and personnel support. The following companies are major supporters of OEA.

Burroughs Corporation
Deluxe Check Printers Foundations
Exxon Company, USA
Ford Motor Company Fund
The General Motors Foundation
Honeywell, Inc.
IBM Data Processing Division
Caterpillar Tractor Company
World Book-Childcraft International, Inc.
The Sperry and Hutchison Company
Kelly Services
Land O'Lakes
3M Company
Shell Oil Company
Western Union Corporation
Procter & Gamble
Amway Corporation
SOHIO
ECI, Incorporated

Several companies are represented on OEA's National Business Advisory Council which serves as an advisory group to the OEA Board of Directors and as a liaison with the business community.

URBAN SCHOOL INVOLVEMENT

Although OEA does not have any special projects currently in progress with urban/inner city areas targeted, the ongoing success of the student organization is evident by the involvement and membership in these areas. Three specific examples illustrate this involvement in OEA.

1) Bi-lingual programs with OEA affiliation in Brownsville, Laredo, and San Antonio, Texas.
2) Ninety percent of the vocational business education students of the Indianapolis Public Schools are OEA members, and approximately 75 percent of the Gary students are involved in OEA. Both the Indianapolis NAACP and Urban League have encouraged OEA participation as a beneficial involvement for vocational business education students.
3) Membership and participation of students in the Chicago school system average approximately 90 percent each year.

Mr. CORRADA. I would like at this time to acknowledge the presence here—they arrived some time ago—of Congressman Dale Kildee, of Michigan, and Congressman Jeffords, of Vermont. We are delighted they are here. They both are great friends of vocational education and have a considerable degree of expertise and interest in this subject matter. We are pleased that they could attend the hearing today.

We will now go ahead with the panelists. Next is Mr. Donald Cork, national president, Health Occupations Students of America. Mr. Cork, will you please proceed.

STATEMENT OF DONALD CORK, NATIONAL PRESIDENT, HEALTH OCCUPATIONS STUDENTS OF AMERICA, TEXAS

Mr. CORK. Mr. Chairman and members of this distinguished committee, good morning. My name is Donald Cork, and I am from San Antonio, Tex., and serve as the national president of the Health Occupations Students of America. HOSA is one of the nine vocational student organizations that, combined, have nearly 2 million young people actively participating in skill and individual development programs sponsored by these vocational student organizations.

Most of my schooling has been oriented around vocational education beginning with a cooperative health occupations education program, including on-the-job work experience in a dental office for 2½ years. Currently, I am in entry level employment in a medical laboratory in San Antonio while, at the same time, further my education in the dental area.

I am delighted to be here today to share with you some personal experiences of what vocational education and HOSA have done for me, and some observations of what vocational student organizations are doing to reach hundreds of thousands of young people who otherwise might not be motivated enough to learn the skills necessary to compete successfully in the marketplace.

Clearly, I believe in vocational education. It has worked for me and for those students I have known over the years I have spent in public education.

But let me emphasize my special enthusiasm for vocational student organizations.

The vocational student organizations—all nine have been mentioned previously, so I won't do it again—are one of America's best kept secrets. Day in and day out, year after year, young people who never before participated in school activities, never were recognized for anything, never had the chance to lead or participate in a cooperative group experience, never had the direction or motivation to succeed, have found their key to self-confidence, marketable skills, and personal success through vocational student organizations.

My purpose here today is to describe for you just what being part of a vocational student organization means. As vocational education students and graduates, we tend to go to work in the trades, the crafts, the technical professions, the retail shops, the factories and the construction firms that build our Nation, operate our manufacturing plants, and stand watch over the electronic and technical systems that make this society run so successfully.

Vocational students, so critical to the future of the national economy, are generally young people who, during their school years, may not be in the honor society, on the student council, in the Latin club, on the football team, in the band or among the cheerleaders. Rather, we have tended to be the quiet ones who may sit in the back of the room. Prior to our involvement with vocational student organizations, we might have slipped through school without motivation, without skills, and without any clear hope for getting and holding a job.

In my judgment, the most vital role of vocational student organizations is their ability to motivate and enthusiastically drive young people to succeed in vocational skill development. No amount of equipment, facilities, buildings, or qualified teachers are worth very much if the student is unmotivated, has a bad attitude, or simply does not care.

Some of the major skills we learn as members of vocational student organizations are:

One. Vocational understanding: The primary objective of any vocational education program is preparing students to enter their chosen occupation or to establish an occupational goal. Vocational student organization activities aid in achieving this objective by providing opportunities for students to see all facets of the world of work. They also help students set goals for improving their employability and productivity levels since vocational student organization activities emphasize high standards of job performance.

Two. Leadership development: Vocational student organization activities provide opportunities for members to develop competent and effective leadership skills, such as basic management techniques, knowledge of club business procedures and decisionmaking ability. Leading or participating in committee activities, group discussions and chapter meetings provides opportunities needed to learn how to handle a variety of situations that are likely to be duplicated in the work place. Teaching leadership also helps the student develop the ability to follow. Good leaders also know how and when to follow. From these experiences, we also learn the skills of cooperation.

Three. Civic consciousness: Our vocational student organizations all encourage and endorse local chapters and members to participate in existing community efforts, as well as create new opportunities for helping others. We each have special projects or competitive activities or competitive events that promote this effort.

Four. Understanding employer/employee relationships: Employees are directly dependent upon employers; vice versa, employers are directly dependent upon employees. Both groups must work together if production is to take place. Students in vocational student organizations learn the interdependence of management and labor and their rightful place in the business and industrial world.

Five. Spirit of competition: The American way of life is based upon the competitive spirit. There is no doubt about that. Competition with one's self or others is stressed from the cradle to the grave. The competitive activities of the vocational student organizations emphasize building excellence by teaching students to compete with themselves toward perfection.

Six. Social intelligence: Learning to function in social situations is an important part of getting along in today's society. Vocational student organization activities teach students the use of good manners, how to make friends easily and the other amenities that will allow them to function in almost any situation.

Seven. Improving family life: Teaching the importance of the family unit and skills to manage home and family effectively, safely, and in enjoyable atmosphere are also part of vocational student organization activities.

Finally, positive work ethics: Every occupation or profession is bound by a code of ethics. A code of ethics is the standard by which people in an occupation or profession conduct themselves. Students learn and begin to practice the ethics of their chosen profession through the vocational student organization activities.

I have outlined some of the major skills we learn as members of the vocational student organizations. All of the objectives of our organizations are directed toward one ultimate goal—self-improvement and building self-confidence.

My point then is this: There may be nothing more important in vocational education than the continued growth and encouragement of the vocational student organizations. We must reach young people in their hearts and minds first if we are to ever be successful in teaching them the skills they need to be a success as an adult. Since teachers serve as chapter advisers at no extra pay, the cost is almost nothing for such a crucial part of this educational process.

Therefore, I urge you, on behalf of the nearly 2 million young people that I represent here today who are enrolled in vocational student organizations, that you make support of these student organization activities an allowable cost for the use of Federal vocational funds.

Furthermore, I must tell you that each administration, from President Nixon through President Ford, President Carter, and now President Reagan, have fully endorsed vocational student organizations and formally recognized them as an integral part of the vocational education structure. I believe that Congress should do no less. I respectfully request that you include and recognize by name the nine vocational student organizations in the legislation as being worthy of congressional notice and clearly defined as organizations that the Congress supports.

Finally, my last appeal to you is to do the vocational students of America a personal favor. Please take the time to attend any one of our vocational student organization conference for an hour or two, perhaps, either in your home State or at the national level, and see for yourself what motivation, educational excitement and enthusiasm for free enterprise is all about. I think you will enjoy the experience.

Thank you so much for your time and attention.

Mr. CORRADA. Thank you, Mr. Cork, for your very interesting testimony, coming from a young man who has become very much involved in the development that can be provided by precisely the same means that we are talking about in these hearings.

Mr. CORRADA. We will now go ahead with the panel and listen to the testimony of Mr. Robin Hovis, a vocational agriculture instructor, Crestview High School in Ohio.

STATEMENT OF ROBIN C. HOVIS, VOCATIONAL AGRICULTURE INSTRUCTOR, CRESTVIEW HIGH SCHOOL, OHIO

Mr. HOVIS. Thank you, Mr. Chairman.

There must be something sinister and ulterior about putting the teacher at the tail end to testify on the panel. In any case, I will try to remain seated as we conduct this lesson here this morning.

I am deeply involved with the activities of vocational student organizations. Tomorrow at 3 o'clock, I am due back in my high school in Convoy, Ohio, to conduct a meeting with the executive committee of our FFA chapter to plan for the June meeting. We have 50 students, 47 boys and 3 girls, in the program. They are all members of the FFA chapter there at our high school. I am very proud of the work that they do in that organization.

I would like to try to tell you how I use that organization in my classroom. I am here today speaking on behalf of vocational teachers, and I hope that I can explain to you how we use this organization as a teaching tool. I feel that I need it in my instructional program.

I can also testify to the same fact for teachers in your Republic, Mr. Chairman. I have had the privilege of visiting the residential agricultural school at Adjuntas and the agriculture school at Mayaguez.

Mr. Jeffords, I have had the opportunity to work very closely with Jeff Adams, who was a roommate of mine in school. His father is the teacher at Middlebury High School in Vermont. Being a graduate of Ohio State University, I am sorry, Mr. Kildee, that I was not allowed to cross the boarder into Michigan. I do hope you will understand.

Before teaching, I served as an administrative assistant to the senior associate director at the National Center for Research and Vocational Education in Columbus, Ohio. Prior to that, I was an administrative assistant and special advisor to the Deputy Commissioner of Education here in Washington. I feel that these two jobs prior to teaching, plus my experience as the national vice president of the FFA prior to those two, qualify me to speak about FFA and vocational student organizations from a couple of different angles.

I request, Mr. Chairman, that my written testimony be included as a part of the record of this hearing, as well as my oral comments.

Mr. CORRADA. It will be included in the record in its entirety.

Mr. HOVIS. Thank you.

In vocational education we have four basic elements to the instructional program: we have the classroom teaching; we have the laboratory; we have the supervised occupational experience; and we have personal development. I would like to summarize what goes on in each of those four domains and then tell you how the vocational student organization fits into that. There are four paragraphs which go into a little bit more detail in my written testimo-

ny, and I respectfully refer you to that if you wish to read it in more depth.

Now, trying to be a good teacher, I brought with me a visual aid. I can set that up on the table.

One of the units that I teach at Crestview to my agriculture students is the unit on small engine repair and overhaul. We begin with, as I said, the first of the four instructional areas, which is the classroom teaching. Before a student can tear one of these down, he needs to understand what it is for and what goes on inside this combustion chamber. He needs to know something about fuels and lubricants. He needs to know something about heat tolerances and pressure differences that go on inside the combustion chamber before he can be an effective mechanic on that engine.

The second, and perhaps the most important instructional domain is the laboratory. Before I can say as an instructor to a potential employer of that student that this student can perform, I need to know. And the only way I can know for sure is to watch him tear the engine apart in the shop. He needs to take some equipment, some instruments, and measure the specifications, check to see if that crankshaft is where it needs to be or if it is worn too badly, what the tolerances are that will require him to replace that with a new part. The only way that I know for sure he can perform is when I hear the engine run. In our program, the engine has to run at working speed for 1 minute to pass.

In vocational employment, our employers tell us that all of their employees need two general types of skills. They need the techincal skills—can they weld? Can they make a corsage? Can they handle a request over the telephone for parts? Can they do the cosmotology type skills? Can they read the X-rays, and so forth, and all the other areas?

The second one is, do they have the personal skills that will allow them to succeed in employment?

I would like to refer each of you to page 4 of my written testimony. Would you turn there, please. There you see a listing of the negative factors evaluated during the employment interview, and which frequently led to the rejection of the applicant. This is a study by Frank Endicott, director of placement at Northwestern University.

He surveyed people who interviewed employees and found out what were the top 50 things that caused people to fail job interviews. He did this in order.

You notice there that No. 1, the No. 1 thing that caused a person to fail a job interview was poor personal appearance. No. 2 is overbearing, overaggressive, conceited, and so forth, on down through the list.

If we had more time, I would invite you to review that list to see if you could tell me what is unusual about it. In the interest of time, let me refer you now to No. 29. You will find it on page 5. No. 29—remember that these are listed in order of occurrence—you have to go all the way down to No. 29 before employers started rejecting people because of an insufficient knowledge of their field of specialization. All of those other things—the lack of courtesy, No. 14; No. 16, the lack of social understanding; No. 21, indecision; No. 25, sloppy application blank; all of those kinds of things cause

people to fail job interviews before we ever got to the question of whether or not they were technically qualified.

That message from employers is pretty clear to me as a teacher. In addition to teaching my students to tear down engines, I guess I better also be teaching them some things about how to succeed on the job, some personal skills, too. That is a responsibility of mine if I am going to be able to say that my graduates are employable people. That has to be there.

How can I do that? I can talk about the theory of engines in classrooms. I can use the blackboard, and so forth, and I can go out in the shop and I can have them tear them down and them back together. I think I understand how to do that. But how can I teach a person to be self-disciplined, to be punctual, to be neat, to be well groomed. How do you teach a person to do those things? Where is my laboratory for that? I can talk about that. I can bring guest speakers in. I can have the home economics teacher come into the classroom and talk about table manners and etiquette. But where do we practice it? Where is the laboratory?

Remember, I said the only way I was sure I knew if he could overhaul the engine was to hear it run. The only way I can be sure and can say with confidence to employers and to my administration that I have prepared these people to succeed at employment is for me to watch them in social situations and teach them in that laboratory setting. The laboratory for social understanding in the classroom is the vocational student organization, and that is how the teacher uses it.

When I take students to a contest, sure, I want them to succeed there and demonstrate their agricultural skills. I want them to be able to pick out the best dairy cow out of four, or the best hog. I want them to be able to weld well. But I am also watching how they behave. Can they handle competition? Do they cause behavior problems? These are the kinds of things that cause people to get fired from jobs. You see, the teacher, who is also the FFA advisor, needs to be there to make sure that that laboratory is also an effective learning place for the student. So we are giving attention to these kinds of things.

My friend, Mr. Cork, very nicely enumerated a lot of these things, and I won't repeat them—the leadership skills, he talked about the traveling opportunities where a student is maturing. They are under the supervision of an instructor. When I am there as the teacher, I can guide and direct the experiences, the social experiences, that those students have to correspond to what I know is their needs since I know them so well. After having them in class, I know if John needs to become more confident, and I will try to get him to initiate some conversation with people. I will introduce him to people or see that those experiences occur. If I have students who are ill at ease out in public in table manners, and so forth, I will try to create some experiences like that for them to be involved with.

The message from employers is clear that, in addition to technical competence, our graduates need the social skills, the personal skills, in order to succeed at employment. I feel it is my responsibility as a teacher to see that they get those as well as the technical

training in school. I will try to do that effectively through the FFA program.

I hope then that you will see the role of student organizations now in a little bit different light. It is unfortunate that some persons consider these student organizations to be unnecessary pleasantries, something that makes learning more fun or more appealing. There is certainly nothing wrong with doing that, but it would be a great injustice to the role of these organizations to downgrade their priority or their role to that level. It needs to be an integral part of the instructional program with the teacher as the supervisor or the conductor of these activities.

My recommendations would be—found on page 8 of my prepared statement—as follows: That the integral relationship and educational importance of vocational student organizations to the corresponding instructional program be recognized in the language of the legislation.

I feel as a teacher that I would like the legislation to state that participating in a vocational student organization is an important part of instruction to becoming a qualified employee in the chosen field, and that it ought to be maintained as an integral part of this teaching program.

No. 2, that the legislation sanction the existence of these organizations and encourage support of, and leadership for these organizations by the appropriate Federal education official who is qualified in that instructional area.

If I may, I will depart from my text to insert a personal bit of philosophy here. I would agree very much with what has been said earlier by the panel that the Federal official who is given responsibility for leadership of these organizations needs to be the person who has the instructional credentials in that field. It seems difficult to me, as a VO–AG teacher, to imagine how someone in Washington who does not have qualifications in agricultural education can be an effective leader of the FFA at the national level. It just doesn't make good sense to me. So I would encourage that to be underscored.

If vocational education is to be responsive to the public which pays for its costs, then we need to heed the message from those who employ our graduates and find ways of developing the sort of student who will succeed in employment or entrepreneurship in the vocation of his or her choice.

In the past 54 years, nine vocational student organizations have been established and developed by vocational educators for use as an essential extension of the classroom and the laboratory. To remain strong and active, I believe these organizations need the underpinning of Federal legislative sanction and support.

As a teacher, I need the vocational student organization which corresponds to my instructional area because it gives me the chance to develop in a student personal attributes which cannot be taught to him from a book, or in a shop, but which are necessary to him for successful employment.

We look forward to finding this support in the results of your legislative endeavors.

Thank you, Mr. Chairman.

Mr. CORRADA. Thank you, Mr. Hovis, for your particular views and input on the very important extension of the vocational education structure as one who works directly with the students and who can appreciate the value and importance of these vocational student organizations.

[Prepared statement of Robin C. Hovis follows:]

PREPARED STATEMENT OF ROBIN C. HOVIS, VOCATIONAL AGRICULTURE INSTRUCTOR, CRESTVIEW HIGH SCHOOL, CONVOY, OHIO

A STATEMENT CONCERNING THE ROLE OF VOCATIONAL STUDENT ORGANIZATIONS IN VOCATIONAL EDUCATION PROGRAMS

Mr. Chairman and members of the Subcommittee, I am Rob Hovis, Vocational Agriculture Instructor at Crestview High School in Convoy, Ohio. Before teaching, I served as an Administrative Assistant at the National Center for Research in Vocational Education at Columbus, Ohio, and as a Special Adviser to the Deputy Commissioner of Occupational and Adult Education of the former United States Office of Education here in Washington. Prior to these two jobs, I served for one year as a National Vice President of the Future Farmers of America, which is the vocational student organization for vocational agriculture. I believe that my experiences in these three positions, plus teaching, have taught me some important lessons about the role and value of vocational student organizations in the job preparation process. I am delighted that a committee of our national legislature is concerning itself with this topic, and I sincerely hope that I may offer you some information and opinions which will help you achieve success in your efforts to extend and improve the Vocational Education Act. I appreciate this opportunity to speak, and thank you for your kind invitation to participate in this hearing.

My objective is to describe the role of vocational student organizations from a high school teacher's point of view. Let us first consider how these organizations fit into the total instructional scheme of vocational education.

There are four instructional steps in vocational education which are interwoven as the fibers of a rope to create a total educational experience which has been uncommonly successful in enabling students to get and hold jobs.

Classroom instruction

The first step is classroom instruction, centering around the learning of the important theories of the job for which the student is preparing, including the related principles of mathematics, science, and communication.

Laboratory experiences

The second step is a set of appropriate laboratory experiences supervised by the instructor and scheduled to coincide with what is being taught in the classroom. Examples of "laboratories" in vocational education include wood and metal-working shops, beautician shops, greenhouses, homes constructed by the school, or crop or livestock enterprises operated by the school. The principle of "hands on" learning is introduced here as students are actually taught to perform the practical arts implied in classroom theory, and to solve problems of production, repair and management in a "near-real" situation. We say it is "near-real" because there are certain safeguards in this situation, described below.

Supervised occupational experience

The third step is the supervised occupational experience program, which is defined as the student in a wage-earning situation, or as the student as an entrepreneur in the vocation being studied. One may think of the supervised occupational experience program as an extension of the laboratory, with the added dimensions of risk and expected productivity, thus creating a situation which reflects the realities of the world of work. Students need tolerance for failure, hence the need for a laboratory where they are "safe", that is, where they cannot be fired for a serious or costly mistake, or for causing personnel problems. However, vocational education would be creating a false sense of security at the same time by sheltering students too much from the realities of a job, where performance is expected and rewarded with pay, and where costly mistakes and personality clashes or poor work habits can have very unfortunate (and very real) consequences. Therefore, the student is "lowered into the water" gently by participating in a supervised occupation experience program which may be a job at a local business or, especially in agriculture, a series of crop and livestock enterprises on the home farm, or the management of a

small, self established lawn care or animal grooming business. In each supervised occupational experience program, the teacher supervises the student's progress, either by collaborating with the cooperating employer to establish certain competancy levels to be attained, or by serving as an "unpaid consultant" to the young entrepreneur as he learns to manage his own business. In the supervised occupational experience program, the student faces the "real" consequences of his performance and his behavior.

Personal development

The fourth step is the personal development of the student, sometimes referred to as "leadership development". Employers list an agreeable personality, good grooming habits, neatness, articulation, punctuality, self discipline, reliability, leadership, initiative, confidence, poise, aggressiveness, competitiveness, diplomacy, trustworthiness and positive attitudes about work as some of the attributes necessary, in addition to technical competence, for success on the job. Such attributes can be taught through participation in experiences created by vocational student organizations, which incorporate such elements as skills competition, speaking, parliamentary procedure, social graces, committee work, and travel opportunities into the total educational experience.

Each time the teacher can cause a meaningful intersection of any combination of these four educational experiences, learning takes place.

In deciding what to teach in a vocational education program, we begin by making a list of the skills a person must have in order to do a certain job. We then ask ourselves what experiences we need to create for the student in order to teach these skills to the level of mastery decreed appropriate by the typical employer in that field.

Employers tell us there are two general areas in which employees need to be developed in order to succeed at work. One areas is that of knowledge and skill in the field of specialization (Can the student perform? Can the student type, or weld, or make a corsage, or sanitize the milker, or time the engine, or fix the television?)

The second area is that of personal qualities and attributes which make a person more likely to succeed as an employee or entrepreneur. Experience has taught employers to look for some specific qualities when hiring employees. Consider the following results of a survey conducted by Northwestern University.

NEGATIVE FACTORS EVALUATED DURING THE EMPLOYMENT INTERVIEW AND WHICH FREQUENTLY LEAD TO REJECTION OF THE APPLICANT

(As reported by 153 companies surveyed by Frank S. Endicott, Director of Placement, Northwestern University.)

1. Poor personal appearance.
2. Overbearing—overaggressive—conceited "superiority complex"—"know-it-all."
3. Inability to express himself clearly—poor voice, diction, grammar.
4. Lack of planning for career-no purpose and goals.
5. Lack of interest and enthusiasm—passive, indifferent.
6. Lack of confidence and poise—nervousness—ill-at-ease.
7. Failure to participate in activities.
8. Overemphasis on money—interest only in best dollar offer.
9. Poor scholastic record—just got by.
10. Unwilling to start at the bottom—expects too much too soon.
11. Makes excuses—evasiveness—hedges on unfavorable factors in record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy—ill mannered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for school work.
18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limp, fishy hand-shake.
21. Indecision.
22. Loafs during vacations—lakeside pleasures.
23. Unhappy married life.
24. Friction with parents.
25. Sloppy application blank.
26. Merely shopping around.
27. Wants job only for short time

28. Little sense of humor.
29. Lack of knowledge of field of specialization.
30. Parents make decisions for him.
31. No interest in company or in industry.
32. Emphasis on whom he knows.
33. Unwillingness to go where we send him.
34. Cynical.
35. Low moral standards.
36. Lazy.
37. Intolerant—strong prejudices.
38. Narrow interests.
39. Spends much time in movies.
40. Poor handling of personal finances.
41. No interest in community activities.
42. Inability to take criticism.
43. Lack of appreciation of the value of experience.
44. Radical ideas.
45. Late to interview without good reason.
46. Never heard of company.
47. Failure to express appreciation for interviewer's time.
48. Asks no questions about the job.
49. High pressure type.
50. Indefinite response to questions.

There is a very clear message for vocational educators in the results of this survey, and the message is not that employers don't consider technical competence to be important anymore.

Rather, it is that these personal qualities are becoming so increasingly important in the business world of our society, that we perhaps tend to slight the developing of these traits in our students to the point that this lacking causes them problems on the job, and attracts the attention of employers.

Just as the laboratory step was a critical point in the teaching of technical knowledge, it is also important in the teaching of the personal skills the employers tell us are necessary to make our students more employable.

A vocational student organization is a laboratory for developing, and practicing with supervision, needed personal abilities, just as a metalworking shop or a greenhouse is a laboratory for developing technical skills. The contests conducted by vocational student organizations provide the ideal "laboratory" for developing skills in speaking, parliamentary procedure, everyday manners, pride in appearance, and similar attributes.

Participation in a vocational student organization enables the student to develop personal attributes which make him/her a more productive and desirable person from an employer's point of view (and very likely from society's point of view).

Making the student a more productive and desirable person tends to automatically make him/her more "employable," that is, more likely to be successfully employed, or more likely to succeed as an entrepreneur.

Since making the student more enjoyable or more successful as an entrepreneur is an important objective of the instructional program of vocational education, the vocational student organization is considered an integral part of the total instructional program, making it an intracurricular organization.

Since the student organization is a part of the curriculum, it is an important part of the teacher's responsibility, and is worthy of support from funds designated for the support of the total educational program, and of sanctioned leadership from Federal education officials qualified in that instructional area.

As a teacher, I am aware that some persons consider vocational student organization activities to be "unnecessary pleasantries"—added to the educational program merely to make some learning more appealing, or to allow students to have fun. While there's certainly nothing wrong with making learning more appealing, or with allowing students to have fun, it would be a great injustice to reduce the role of these organizations to that level. To carry out a program of activities for a vocational student organization requires a lot of careful planning and supervision by the teacher, who is the only person eligible to be the advisor, due to the important requirement that these organizations be closely integrated with the instructional program. Our goal is to get each student involved in an activity which will respond to some of his personal development needs. Each of my fifty students is a member of one of the standing committees of our local FFA chapter, which is our vocational student organization. The chapter's Program of Activities list tasks for each of these committees to perform during the year. Monthly business meetings are conducted

by elected officers. Community service projects are planned and carried out. The organization's national magazine is really the student's first trade journal. We travel to other cities and states for events conducted above the chapter level. Such experiences give the student a chance to practice common courtesy and table ettiquette, and to gain some of the "social understanding" referred to on line 16 of the Northwestern survey.

A special award program provides incentive for career exploration by each student on an individual basis. In short, vocational student organizations directly respond to twenty three of the twenty eight attributes found lacking before technical competence in the Northwestern University survey. My university training in agricultural education included instruction in how to integrate the teaching of these attributes into the instructional program, using these student organizations.

Recommendations

My recommendations to this Subcommittee are:

1. That the integral relationship and educational importance of vocational student organizations to the corresponding instructional program be recognized in the language of the legislation, and

2. That the legislation sanction the existence of these organizations, and encourage support of and leadership for these organizations by the appropriate Federal education official who is qualified in that instructional area.

If vocational education is to be responsive to the public which pays for its costs, then we must heed the message from those who employ our graduates, and find ways of developing the sort of student who will succeed at employment or entrepreneurship in the vocation of his or her choice. In the past fifty four years, eight vocational student organizations have been established and developed by vocational educators for use as an essential extension of the classroom and laboratory. To remain strong and active, I believe these organizations need the underpinning of Federal legislative sanction and support.

As a teacher, I need the vocational student organization which corresponds to my instructional area because it enables me to develop in a student personal attributes which cannot be taught to him from a book, or in a shop, but which is necessary for successful employment.

We look forward to finding this support in the results of your legislative endeavors.

Thank you, Mr. Chairman. I shall be happy to respond to questions.

Mr. CORRADA. Mr. Johnson, would you like to wrap things up for the panel?

Mr. JOHNSON. Thank you, Mr. Chairman.

Included in the testimony that I submitted is a statement called "Strengthening Vocational Education in the 80's Through the Reauthorization of Vocational Education." There are a number of positions which have already been alluded to here that the nine vocational student organizations feel are very important and need the support and action of the Congress. They stretch further than just the interests of the specific vocational student organizations, but I think that they will contribute—have no doubt they will contribute—to improving the quality of vocational education.

You have heard us speak of the fact that we feel that people coming out of agriculture or industrial education or homemaking should be supervising those programs, because supervision is key to quality. Around this country, we have come to something less than that, in that we have allowed others coming from other areas of education to move into administrative positions of vocational education. There is an old saying that we have in industrial education: "You can't come back from where you ain't been."

I was a meatcutter, and I found it very difficult to teach bricklaying. Yet, we have come to the place in this country that we are moving people into leadership positions that do not have the technical background in the area that they are supervising and, in some cases, teaching. Some States are now requiring that all our

trade teachers, for example, have college degrees. How are we going to find trade teachers, people out of industry, to teach the technology that the universities haven't caught up to yet? I think it is time that Congress spoke out on this.

I know that we are dealing in a climate in this country of deregulation and sending things back to people at the local level. I agree with some of that. But I can't agree with taking something as sophisticated as vocational education and technical education and passing it to a local community where citizens—their hearts are in the right places, but they may not have the expertise to set up a quality vocational education program.

Mr. Pelletier alluded to our International Skill Olympics. VICA has been involved in international competition with about 14 other industrial nations for about 10 years, and we are getting clobbered every time we go to competition because there are no standards of quality being adhered to throughout the United States on training activities.

So we are asking for leadership from the Congress in this area. I hope I am being understood that we are not asking for control. We are asking for a strong leadership at the Federal level. We wouldn't pass our national defense back to local communities. Mr. Pelletier wouldn't send raw materials to a local community to build something as sophisticated as a Mack truck. So that is why we are asking for these standards.

Put regulations that will do what we just asked for in terms of supervision, people coming out of the area. Be sure that the requirements for State plans ask for certain quality standards. Of course, we don't want to be misunderstood in that the national student organizations are not asking for dollars going into our national organizations. We want to continue to be supported by the dues that the students pay. Yet, when you write us into the legislation and embrace the concepts that we have presented here today, then you will see an expansion of a program that will really round out a person that can be productive, can lead a successful life, and be a mature and happy citizen.

Mr. Chairman, with that, thank you very much. I guess we would be open to questions or whatever your desire is.

Mr. CORRADA. Thank you, Mr. Johnson.

We want to express our appreciation to all of the members of the panel for their excellent contributions. We will now go into some questions.

I would like to ask of all of the witnesses the following question: You have recommended that vocational student organizations be recognized in the Federal law as we reauthorize this important legislation. What exactly do you mean by that? Are you recommending Federal funds be used to pay the salaries of the teacher-coordinators for these clubs? Are you asking that Federal funds be used to pay for the activities of the clubs?

We would be interested in knowing, if you could elaborate on that overall recommendation, how you believe that participation ought to take place or what that role of the organizations should be.

Mr. JOHNSON. We are not asking for specific line-item funding for these activities; we are asking that the concept be embraced in

the definition which would encourage and allow teachers to do this as an integral part of the curriculum. Our instructor here did an excellent job a while ago trying to describe how these activities can be conducted as a part of the ongoing curriculum.

I know that there have been questions asked about funding for the organizations. We ask for volunteer time on the part of American industry to do these things. Likewise, we ask for volunteer time on the part of the State departments of education to ask supervisors at the State level to administer these activities. Yes, if you said, do you want someone's time earmarked for that, I am not in a position to speak for all of the student organizations, but I would rather see it embraced as an integral part of the curriculum and supervised that way.

Mr. HOVIS. I would like to add to that.

Mr. CORRADA. Yes, Mr. Hovis.

Mr. HOVIS. The States have some latitude as to what they are going to spend money for that they receive from the Federal Government on vocational education. The local level then has also some freedom on that matter.

It comes down to the question of, what is a part of the teacher's responsibility. I know that my school board and my superintendent and my principal think that my supervision of FFA activity is part of my job, and I had better do that without extra pay. That is part of what I am supposed to do, just like teaching classes and conducting activities out in the shop. There would be no question about my going to them and saying, "Well, now, aren't you going to give me an extra $6 or $7 an hour for time I spend on FFA activities?" That is part of what they hired me for.

My philosophy about what we are asking for here in terms of sanctioning this is that conducting vocational student organizations activities ought to be regarded as a part of the instructional program. It shouldn't be a separate item out here on the side that you can do if you want to or that ought to be there if you got the extra time. It has got to be part of it, because we are being told by industry that these people need this kind of skill. It is the only way that I know of to get it into the curriculum.

So it ought to be part of the teacher's responsibility, and the language of the legislation should be written such that it is clear that these activities are regarded by Congress to be an important part of the educational program.

Mr. CORRADA. Thank you.

Would any of the other panelists care to add to the answer?

Before yielding to Mr. Jeffords, there is one final question that I would like to ask of the panelists. As you know, frequently we have a paradox in the labor market of having a high level of unemployment while also, having a high demand for vocational and technical jobs in different regions and communities. Many perceive that perhaps our educational system seems to be operating in one reality, and the job market out there and businesses are operating in a different reality. There does not appear to be an adequate link between both in terms of our educational institutions providing the individuals who will be filling the jobs that business provides. There is that difficulty.

Now, being people who are very much involved in these processes, how do you believe that, through vocational education we could strengthen that link between education and the labor market?

Mr. EDWARDS. My name is Ken Edwards.

We have, through the student organizations solved part of that problem. They come to us and say, "What occupations do you feel that there is a need for? What occupations are there a surplus for?" The student organizations usually listen to our advice. We do not have this through vocational education as a whole to seek us out and say, "In Detroit, do you have a problem with unemployment?" We have VICA in Detroit saying, "What is your current status of unemployment in the construction industry?" We will say that we have 500 apprentices sitting on the bench, and they haven't seen a day of work in 2½ months. They probably won't see a day of work in the next 6 months. Therefore, we are not going to have any employment opportunities through apprenticeship for your students.

So they react to the teacher, which reacts back to the school officials. We go to the Detroit school system and it could fall on deaf ears. This is only from our labor perspective.

Mr. CORRADA. Mr. Pelletier?

Mr. PELLETIER. My name is Alfred Pelletier, Mack Trucks.

I think I understood your question, so I think I am going to try to answer it this way: business today is looking for all types of talent. Before we even get into the vocational schools, all across the country there are hundreds of thousands of young people who are trying to find out what career paths they should take. So, the Boy Scouts of America—many of you may know about their Explorer programs. Business, in trying to help young people, decide at a lower level what they should do. Some of them go to college and they really don't want to go to college. Some of them can't go to college because they can't afford it. Some of them can afford to go to college, but they don't want to because they want to work with their hands.

So, business all across the country sponsors these Explorer posts where they provide 50 or 60 or 70 disciplines for young people to take a hands-on try at any of these disciplines, whether it is engineering, computer sciences, secretarial sciences, auto mechanics, sheet metal, you name it.

This gives young people coming out of high schools a chance to find out what it is they want to do. Millions of dollars are spent by business trying to help young people decide before they make the big step what it is that they think that they would really like to do.

We have at Mack six Explorer Posts, and Air Products in Allentown has six or eight, and Pennsylvania Power & Light and Bethlehem Steel also have them. The largest companies in the country all are trying to help young people find out what it is they want to do so that, when they make the decision, they haven't wasted years and years of their time.

I don't know whether that answers the question you directed to the panel, but I think what I am trying to say is business knows what the problem is, and they are trying to help by getting to the young people at an early stage in life so that they don't waste their

time getting into careers that they are going to end up not wanting to do and there is no employment for them in that career.

I can tell you right now that we have MA's and BA's on the line working at our plant because there are no jobs for them. But we could certainly use a lot of skilled people.

Mr. CORRADA. Thank you, Mr. Pettelier.

You know, of course, businesses know what they want. The question is: Do those who provide education and are those who function at the Federal, State and local levels really aware of where the jobs are and, at the proper time, are they able to provide the students with the kind of input that will allow them to make the right decision to educate themselves in such a way that the chances of obtaining a job will be increased?

Mr. HOVIS. Mr. Chairman, the mechanics for that conversation or dialog between education and industry is already in place through the VICA, through the network of advisory councils at the national, State, and local level. With us today is the recently appointed chairman of the National Advisory Council on Vocational Education. The States have those councils, and then the local instructional programs are supposed to have those councils as well, made up of the industrial leaders from each kind of area where there is reasonable expectation for employment in that locality.

In my community, I would ask three or four farmers to be on it, the manager of the grain elevator, and anybody else who would likely employ graduates to serve on that advisory council. They would evaluate my facilities, my instructional credentials and the other policies that govern the operation of my program, and tell me whether or not I am doing the kind of thing that they need.

So that system should be in place. Maybe it isn't working like it ought to, but it should be there.

Mr. CORRADA. I think you have provided the kind of thing that can be done to make sure that that gap is properly filled. I am sure that, from excellent experiences in different areas of the Nation, many other areas can really get a better picture of how to fill that gap.

I will now yield to Congressman James Jeffords of Vermont, a distinguished member of the minority in this committee, and one who is very active in all the matters of our subcommittee. Mr. Jeffords.

Mr. JEFFORDS. Thank you very much, Mr. Chairman.

I certainly listened intently to the testimony and I found it very useful. However, I am still a little bit confused as to what specifically you are asking us to do legislatively. So, let me ask some rather specific questions to see if I can clear up exactly what we are supposed to do for you.

Are you asking the State plan or the law to encourage student organizations? Or are you asking that they be required in a State plan? Which is it?

Mr. JOHNSON. What we are asking for is that the State plans recognize the qualities that we are suggesting here, that State plans, for example, would include FFA and all the other organizations on through VICA as a part of the curriculum offering. We are asking for that, specifically, in State plans.

Mr. JEFFORDS. So a State plan must recognize student organizations and make provisions for them?

Mr. JOHNSON. Yes.

Mr. JEFFORDS. OK.

Now, are you also asking that such organizations be allowable activities for the expenditure of funds?

Mr. JOHNSON. Yes.

Mr. JEFFORDS. Are you asking that it be required that there be funding made available for coordinators of student organizations, or rather that it just be an allowable expenditure of funds?

Mr. JOHNSON. I think I understand the question. I think what we are saying is that it would be an allowable expenditure of funds. There are some school districts, especially where VICA is in place, where they have to employ coordinators of the program because there are literally clubs with several hundred or more than a thousand students involved. So they need coordination in those situations. I think that, as the organizations would mature in the public school systems, that might be necessary.

But at this point, what we are asking for is the Congress endorse the concept of total student development, not just the skill and technical side, but of all of the other qualities that were talked about here.

Mr. JEFFORDS. Thank you. I think I understand better now.

Does the gentleman have a comment?

Mr. HOVIS. I was going to say that it ought to be a part of those people's responsibility, that it ought to be made a part of the job description of the program specialist in agriculture, for example, in the Department of Education—that shall provide leadership for the appropriate student organization which corresponds to agriculture education, and the same kind of wording for the other disciplines—that it is part of his job to provide this kind of training.

Mr. JEFFORDS. Thank you.

Now I have some questions which aren't entirely related to what you are here to talk about today, but that I believe are important to us on this subcommittee.

First of all, there is a proposal by the administration to consolidate vocational education and adult education, and then reduce the funds by a third. I presume that everyone here would say we shouldn't reduce the funds by a third. But aside from that threshold, do you find it advisable or desirable from your own expertise to consolidate those programs?

Incidentally, nobody has introduced the administration's bill on this side, so that may give you some indication about our concern about it.

Mr. JOHNSON. I would speak out on the issue that vocational education needs to be maintained as a national priority. It does not need to be buried in some consolidation act someplace. As a matter of fact, I would hope—and I am speaking just personally—that Congress would consider some kind of national manpower act that would consolidate and give leadership for vocational education, rather than to blend it in and move toward block grants and this type of thing.

Does that answer your question?

Mr. JEFFORDS. I believe it does. Of course, the adult education and the percentage of participation in the block grant would be held at 13 percent, which is the present ratio of the funding of those particular programs.

I do note that there is perhaps some advantage to reducing the specificity of the present vocational education programs. At least one of the administration's concerns is that the very detailed set-aside provisions in the flow chart are rather sensitive. Do you believe that there could be a simplification of the vocational education laws to remove some of the specific funding divisions in the bill, in the present law?

Maybe you don't understand what I am talking about. Let me go through some examples. You have one-half of 1 percent of the funds for sex equity coordinators, 10 percent for handicapped, 20 percent for disadvantaged English speaking, 15 percent for postsecondary and adult, and so forth, down through the line. Does that create any problems as far as you are concerned?

Mr. JOHNSON. I would rather not speak for the council on that. We have come trying to present a legislative package that the student organizations would like to suggest to you. To speak for them would be out of line for me, really.

Mr. JEFFORDS. OK.

Mr. JOHNSON. We would be happy to come back to you on that at a later date.

Mr. JEFFORDS. Mr. Hovis?

Mr. HOVIS. Mr. Jeffords, may I suggest that you might contact the National Association of State Directors of Vocational Education with that question. I have heard that issue debated in a course that I took which studied the Vocational Education Act. To remove the categories would give quite a bit of freedom to the State level as to how they wanted to spend all that money which was previously divided up between these special items. I think the State directors would be ready with an answer on that.

Mr. JEFFORDS. I appreciate that.

Let me move on to another bill which is presently pending and will be up for floor action that Mr. Hawkins and I have on employment training. In that, we require that there be better coordination between vocational education and employment training in former CETA programs. I would just like your views as to whether or not it would enhance vocational education and employment training if we try to bring the planning close together at the State level with respect to those programs.

I am putting you all on the spot in areas that you didn't come prepared for, but I would appreciate your views on that, if you have any.

Mr. JOHNSON. I guess, speaking personally here, I am all for coordination of training programs. I think that going beyond coordination there, there ought to be some encouragement for coordination in vocational planning between secondary and postsecondary, if you want to take it a little further. I know the problems that students have trying to matriculate between programs. Sometimes they are asked to repeat things all over because the different training programs are not coordinated. So, coordination, you have to be for it.

Mr. JEFFORDS. Mr. Pelletier—first of all, I am groping a little bit with your pronunciation, but that is what seems to be the consensus. I would prefer the French pronunciation, but I will go along with that.

Mr. PELLETIER. It is the French pronunciation.

Mr. JEFFORDS. Thank you.

Mr. PELLETIER. Being from Vermont, you should know that.

Mr. JEFFORDS. That is right. I did. That is why I got confused.

I am just curious with respect to—Mr. Hovis listed a whole bunch of items as to what businessmen are concerned about when a person comes in for an application. I notice that technical training was pretty far down the list.

What I wanted to talk to you about was the role of business in this area, and as to whether they are willing and ready to take on a bigger role in technical training, or really only desire people to have basic skills, and know how to apply properly for the job as has been discussed.

Mr. PELLETIER. We, as I am sure most major manufacturing companies do, have a very strong training program, ongoing all of the time. What I am really supporting here is vocational training because it is at that level that we hope that the young people will decide what they want to do through the vocational training program.

When we get them, we have to try to complete the mold and really make them specialists. We can only really make a specialist out of a diesel mechanic or a machinist, or whatever other disciplines we use at Mack. The program goes whether he works for us, whether he is a customer of ours, or whether he is a distributor of ours. Our training programs are an ongoing concern 365 days of the year. We are always upgrading people because the product is always being upgraded.

In our case—and I can't speak for everybody—we change our models maybe every 15 or 20 years. So that means that, in the meantime, there are thousands of engineering improvements put into the product during that period of time. So we are running training programs continuously to keep our people upgraded on the changes in the product.

I would have to say that at Mack, and at most manufacturing companies that I am familiar with—and I am a member of the Motor Vehicle Manufacturing Association, and they do what we do—they take the young people from school and work on basically their technical skills because, as what my esteemed panel member has already said, as a teacher, his job is really working on the personal and the social aspects of the young person's career to make him employable. When we get them, then we concentrate on further developing their skills.

Mr. JEFFORDS. Thank you.

Mr. Cork, the chairman had some good questions about planning for jobs that are available in the future. What role do you find that the student organizations take in pushing people to change programs to provide training for jobs that are available? I notice in my area, for instance, that the students had to come down and shake people up to get them involved in computer education. The students were way ahead of the school administrators, and every-

body else, in recognizing computers. Do the students actively shake people up and say, "Hey, you are not training us for the jobs that are available?"

Mr. CORK. Well, I would have to declare myself ignorant except in the health field in San Antonio.

Mr. JEFFORDS. I realize that.

Mr. CORK. That is where I am most familiar.

I have seen it coming in my 2 years that I spent in high school in a cooperative program, and in my 2 years since I have been out. I have seen it coming and going. I have noticed that the health occupation program developed into the health community. I think, as the health industry develops and changes, the health occupation vocational organization is set up so that it will grow with it. I don't really see that type of an urgency or that type of an imbalance as you are talking about as far as computers.

Mr. JEFFORDS. I wasn't referring to computers specifically, but only as an indication that, in some areas, it seems the students are ahead of school administrators and other leaders as to what jobs they ought to be trained for. They are the ones that are going to be out there trying to find a job. I was just curious as to whether or not you have encountered anything like that in your experience.

Mr. CORK. I see.

Perhaps San Antonio is an exception, but the area seems to be compatible with the training.

Mr. JEFFORDS. Mr. Johnson?

Mr. JOHNSON. Most of our organizations have competition. In VICA, we have what we call the United States Skill Olympics. Of course, Mack Truck is a leader in helping us to sponsor our diesel equipment competition, along with other leaders in the industry, that sit on what we call a technical committee. You might refer to it as a national advisory committee.

We feel that vocational education is a partnership with VICA. We feel that labor and management and education must be involved to make the system succeed. So, when we plan our competition, we educators don't sit down to ourselves to plan it. We ask our labor and management friends to sit down and to develop the skills and the technical knowledge that they feel a job entry employee should be able to perform. Then we take these skills and we put them into competition. That is where Mack Truck comes in. They provide us experts, they bring in the engines, they bug the engines, they work out all the checklist, and they watch the students troubleshoot.

Now, when students come into that competition and they are working in that contest, and they see what the level of difficulty is required by industry for a job entry level, and they see the new equipment and the new technologies, then many times they do return home very knowledgeable, along with their teachers, and they start asking for this new equipment so that their school can be on the cutting edge.

I think that this is one of the most important contributions that student activities can bring into vocational education.

Mr. JEFFORDS. Thank you.

Thank you, Mr. Chairman.

Mr. CORRADA. Thank you, Mr. Jeffords.

I will now recognize our distinguished colleague, the gentleman from Michigan, Dale Kildee.

Mr. KILDEE. Thank you, Mr. Chairman.

It is good to have a teacher testify this morning. For 10 years I was engaged in that profession, not as a vocational education teacher—as a matter of fact, I taught Latin. Some of the vocational education students in the school achieved as well in their careers, if not better, than some of my Latin students. So, vocational education has proven itself very well to me.

Mr. HOVIS. Thank you.

Mr. KILDEE. There are nine nationally recognized vocational student organizations. Several are well established, such as the Future Farmers of America; others are more recently organized. Could the witnesses give us some idea of the degree of student participation in these organizations? What percentage of students in a given skill area, for example, would belong to one of the nine organizations?

Mr. HOVIS. I can tell you that, for FAA, it is about 73 percent, I think, at the national level. In Ohio, it is 93 percent of the Vo-Ag students are members of the FFA. Further, specifically, in my program, it is over 100 percent because I require membership of the students, and we have some graduates who continue to pay their dues to take advantage of some of the award opportunities.

Mr. KILDEE. Are you aware of any of the percentages in the other organizations?

Mr. HOVIS. No. I would refer you to Mr. Johnson.

Mr. JOHNSON. In VICA's area, for example, we are approaching 300,000 members, and we are reaching about 10 percent of the trade and industrial students we should be reaching. We are 16 or 17 years old, but we are one of the newer organizations. But there are 100,000 trade teachers out there that need to be involved with us, and we only have 13,000 of them.

Yesterday, I was taking a look at some enrollment figures. In the figures that the Department of Education produces, I think that last year there were about 12 million students somewhere along grades 9 through 12 and then through postsecondary. If you take a look at that 12 million there, and then you look at us with 2 million, we have got about 16 percent of our potential involved. I know and I am asked this: "If your organizations are so good, why aren't people doing it?" I can give you a good example in VICA, because we take our teachers out of industry and we bring them in and try to get them ready to know what a curriculum is and to do a lesson plan. Then you ask them to do the things along the lines of leadership, and so on.

The universities are not doing the teacher education job there. I am not indicting them because the situation there is that they don't have money to put sufficient staff on to do that job. So we have some real problems in teacher education.

Mr. KILDEE. Do you think that, in general, teacher training institutions precede or lag behind what is happening in the field of vocational education?

Mr. JOHNSON. If there are any teacher educators to my back, I will end up with a bayonet in it.

I feel that the moment any teacher walks out of industry or leaves where the technology on the cutting edge, they are going to become obsolete the day they leave it. I think that there are ways that many institutions are keeping up through rotation of teachers back into industry and then back into the classroom and this kind of thing. But there is not the priority being placed on teacher education that needs to be there.

If I can move back to the question you just asked, I was prompted here—and I know better than this—by the executive director of the Future Homemakers. We serve an awful lot of students that don't actually pay dues. We only report the ones that actually are paying dues. For example, in VICA, membership is voluntary. There might be 50 students in a class, or a potential of 50, and maybe 25 choose to join. But in that classroom situation, no one is denied participation in the local club activity. So the influence of the benefits probably spread beyond the 2 million, but certainly nowhere near a high percentage.

Mr. KILDEE. Mr. Cork, do you have any idea of what percentage of students involved in health occupations belong to the National Health Occupations Students of America?

Mr. CORK. Thank you for the question. I had to refer to the director for a second.

Mr. KILDEE. We refer to our staff up here all of the time, too, so don't feel bad.

Mr. CORK. That was a rough one.

We have a potential of 700,000 that are receiving some sort of vocational education in the health industry, and we have 30,000 members. So you can see we have a long way to go.

Mr. KILDEE. Thank you very much.

Are there any other responses to that question?

What you are saying, then, is that you do reach those students who are not formal members of your organization, and they benefit from the fact that the organization does exist?

Mr. JOHNSON. Yes, where there is an organized activity. But you have to understand that—and I will speak again for VICA—there are 100,000 teachers, trained teachers, out there. But we only have 13,000 organized. That means there are 87,000 that are conducting no activity, that no one can be influenced or be involved in that situation.

Mr. HOVIS. Mr. Chairman and Mr. Kildee, I would also like to add that, for the students who are not members, it is my opinion as a teacher that they are getting cheated out of something that they ought to have and need to have to be more employable in their skill area. I would feel that way about a Vo-Ag teacher who is not conducting an FFA program in conjunction with his instructional program. That needs to be there.

I think there is evidence to show that the kids need that training. And the ones that don't pay the dues don't get as much as the ones that do, certainly.

Mr KILDEE. No mention of these organizations is made in Federal law today, but the regulations do permit the involvement of student organizations in federally funded vocational education programs if they are an integral part of the instructional program.

What has this inclusion in the regulations meant on the State and local level? How would the inclusion of this or similar language in law enhance the role of these organizations?

Mr. HOVIS. It makes it legal for me as a teacher. It is a lawful expenditure of public funds for me to accompany students to the National FFA Convention in Kansas City and supervise their participation in that activity. I can't be accused of being derelict in my teaching duties. That is considered to be a part of what I am supposed to do to train those students.

The same thing with State activities, judging contests, parliamentary procedures, speaking contests and things like that. When I am there, I am on salary time, and I am supposed to be doing that.

It also sanctions the use of Federal leadership. Our national adviser is the Program Specialist for Agricultural Education in the U.S. Department of Education. The mention of the importance of vocational student organizations in the legislation makes it appropriate for him to provide leadership on paid time for that organization, since it is part of what needs to be taught in the classroom. It puts a Federal blessing on these activities.

Mr. KILDEE. Thank you very much.

Thank you, Mr. Chairman.

Mr. CORRADA. Thank you, Mr. Kildee.

I would like to ask one last question of any of those panelists who would care to answer it. As you know, the Federal vocational education program has already been cut by 16 percent over the last 2 years. And under the President's budget proposal for fiscal year 1983 there is a recommendation of another 32-percent cutback. Furthermore, there is a proposal for a block grant for vocational and adult education. Then, finally, under the concept of new federalism, there is a proposal still open for discussion—not yet formulated to Congress, but it has been advocated publicly by the administration—asking for the phaseout of all Federal aid for vocational education by 1992.

Let me ask the panelists whether you believe that this is the direction that we ought to go as a country? Do you have any comments on these proposals?

Mr. PELLETIER. I am just going to briefly say that I think the least we can do right now is to maintain what we have got. I understand what the government is trying to do in reducing Federal spending, but I think the panel today has given you great examples of why we have to continue and have the support of the Federal Government with vocational training. I would not propose anything worse than maintaining what we have right now.

Mr. CORRADA. Would any of the other panelists care to comment?

Mr. HOVIS. Yes, sir. I think the Federal Government would be giving up one of its most popular activities in the past several years by getting out of the vocational education business. The current method is a matching funds system, where the Federal Government offers money to the States on a matching funds basis if they can come up with enough to meet it. Many times when the Federal Government makes such an offer to a subordinate entity, it is tough to get too many of those units to come up with money to match it. But in vocational education, the public support is so

strong that, currently, the rate is about $8 to $1. For every $1 of Federal support being put for vocational education, State and local governments, people are voting taxes on themselves 8 times that amount to support those programs.

That is putting the money where the mouth is, so to speak. That is strong evidence that people out in localities believe in vocational education and are willing to tax themselves to get the Federal money to do it.

So, the Federal Government is in a pretty popular business in vocational education, and the national leadership is appreciated by the States, and it is needed.

Mr. CORRADA. Are there any other comments by any of the other witnesses?

Mr. JOHNSON. Certainly, I am going to support the continued level of funding. Speaking personally here, I support Congressman Perkins' position that it needs to be increased. There is no question about it.

We have already had a bad year in some States in the student organizations where funding has already been cut. We were talking earlier, the executive directors that were meeting for breakfast this morning, and we have suffered losses because student activities are usually the first to be cut during tight budget times. I know that in our case, in VICA's case, we lost over 5,000 members in Tennessee this year because our position was cut out and there was no leadership at the State level for these activities. So, yes, it is going to hurt.

I would just ask that, if we cut the funding out, Will there be a national priority for vocational education in this country? If the Federal Government gets out of the business, I don't think there will be a national priority. I worked at the State level in North Carolina in the Department of Public Instruction. We looked for national priorities so that we could support where this country is going. I certainly think that vocational education ought to be as important a Federal priority as any other program.

Mr. CORRADA. Mr. Cork?

Mr. CORK. Thank you.

If I could add one further comment, and I guess I am trying to admit that I probably live in a very small world in Texas. I haven't been very many places. You know, Texas is where everybody has two Cadillacs and an oil well in the back yard, and it is hard for me to understand these economic problems that we are all discussing.

Also, in Tennessee, we lost 1,000 members last year, even though our national membership was up 7 percent, I believe. I realize that the reason that we are making these cuts and that the discussion has to be brought up at all is because we can't afford it, the debt cannot be increased any more.

I think that further investigation in any of our organizations' successes and the training that we are providing for the youth of today and the future of tomorrow—I realize that we cannot afford to, but I don't think that we can afford to cut it out at all. I would also have to agree with Mr. Pelletier that the maintenance of the existing funding and the existing organizations and the existing activities would be bare minimum.

Mr. CORRADA. I appreciate all of the witnesses' answers.

It seems to me that when you talk about limited resources and a situation that, because of economic conditions, there is a need for more severe budgetary constraints, that the area of education, and particularly vocational education—which is one that leads to the development of human resources—is one of those that, even under the existing constraints, you can certainly not overlook. It is the cost effectiveness of such programs and the fact that they do help in developing the people's talent to being able to go out there and be productive in our economy that are, in my mind, of such magnitude that we definitely have to keep a program of this nature at a high priority.

With regard to the vocational student organizations, let me say—someone had said some time ago, Marshal McLuhan, said that the medium is the message. Of course, in the case of vocational student organizations, it is not only what they can teach others or be able to persuade others about the importance of vocational education career or how to develop basic skills that are particularly important in the field of technical and vocational work, but the fact that, by the examples set by these students who are actively engaged in these programs, they would help to show the way to others as a result of their own personal experience, which they can convey to others in the process of their activities in these organizations.

So it seems to me that there is a lot of energy there, volunteer energy, a lot of talent, and there is the example set by the students who do participate in these nine outstanding organizations. Certainly, I believe that we ought to look very carefully and give the most serious considerations to your suggestions and recommendations as to the important role that these organizations should play as we shape Federal policy in the field of vocational education.

I want to thank all of you for your testimony. It will help this subcommittee in shaping the legislation as we reauthorize the act. Again, I want to state my appreciation to all of you on behalf of Chairman Perkins who is still in the State of Kentucky on very urgent business, and on behalf of all the members of the subcommittee.

The hearing will be adjourned.

[Whereupon, at 11:20 a.m., the subcommittee was adjourned.]

[Additional material for the record follows:]

national grange

1616 H STREET, N.W. WASHINGTON, D. C. 20006 (202) 628-3507

Edward Andersen, Master

June 9, 1982

Honorable Carl Perkins
Chairman, Committee on Education and Labor
2181 Rayburn House Office Building
Washington, D. C. 20515

Dear Mr. Chairman:

The National Grange is pleased to add to our long history of support for Vocational Agriculture Education which started in 1878 at the Annual Session held in Richmond, Virginia. T. B. Harwell, Tennessee State Master, introduced a resolution that directed the teaching of agriculture in the public schools. This was adopted by the delegate body and was the beginning of a great educational involvement which has since embraced the public schools of the nation.

The Grange has continued to support the need for the teaching of vocational agriculture in public schools. The changes within the agricultural sector of our technological society requires that the major efforts of vocational agricultural education focus upon preparing individuals for work and for entrance into the work force or entrepreneurship. The uniqueness of vocational agricultural education confirms the skills and technical content of various disciplines with the practical requirements of today's agriculture and prepares a person to succeed technically and socially.

At the 114 Annual Session of the National Grange held in Cedar Rapids, Iowa, the voting delegates adopted the following resolution regarding the Vocational Agriculture Educational/Future Farmers of America.

VOCATIONAL AGRICULTURE EDUCATION/FFA

WHEREAS, vocational agriculture was established in 1917 as an integral part of our public schools; and

WHEREAS, Voc Ag has prepared millions of our youth for careers in our vital agriculture industry; and

WHEREAS, the Future Farmers of America student organization was established as an integral and vital part of this education program; and

WHEREAS, this program presently is serving 696,000 secondary students and 274,000 post-secondary and adult students; and

WHEREAS, this program will be before the U. S. Congress for reauthorization in 1981; and

WHEREAS, vocational agriculture and FFA education program effectiveness at the local level will be affected by federal reauthorization; therefore be it,

RESOLVED, that the National Grange support legislation to extend and improve the Vocational Education Reauthorization Act, which includes provisions for:

1. Full-time supervision in agricultural education at the state and national levels;

2. Identifying and defining vocational agriculture as one of the major vocational program areas;

3. Identifying vocational student organizations as an integral and vital part of each state plan for vocational education instructional areas;

4. Vocational programs which prepare students whose occupational objectives relate to entrepreneurship and instruction that will encourage and assist entrepreneurship;

5. Construction, improvement, and updating of vocational agricultural education facilities in all settings;

6. The development and supervision of occupational experience programs (FFA), including provisions where crucial, for year-round instruction from professional agriculture educators; and

7. Supplemental and full-time instructions for adults in agricultural program areas is vital to the industry and should be provided for by a separate title in the legislation, and be it

RESOLVED, that Subordinate Granges become familiar with local Voc-Ag FFA Advisory Board and/or FFA Alumni support affiliates to make sure vocational agriculture is available to provide quality vocational agriculture for all persons interested in preparing for a career in the agriculture business.

The National Grange does not believe that the objectives of vocational education, in particular vocational agriculture, can be carried out in light of the present cuts and additional proposed reductions in funds for vocational education.

It is difficult to generalize the impact of decreasing federal dollars for vocational education on the local school due to the variation in methods of allocating funds through state and local vocational education plans. Compounding the effects of lost vocational education monies is the reduction of federal support for other educational programs.

Our fear is that local education agencies/units will shift funds away from vocational education, in order to maintain other services and programs that have a larger constituency than vocational education. This would be a major blow to financing vocational agricultural education at secondary, post-secondary, and adult levels. Students, both youth and adult, will thus be denied occupational preparation in agriculture.

There are other major reasons for assuring that federal funding remain available for vocational agriculture. Professional involvement of agriculture education has been one of the strongest groups found in education. The State Department of Education, under the leadership of the state supervisor or head specialist in agriculture, supervises local programs and cooperates with the teachers and educational institutions. This has resulted in a nationally-coordinated program with clearly defined program objectives, national youth organizations created and directed to enhance the learning experience of secondary schools and post-secondary students, as well as programs of comparable quality from state to state.

No federal involvement in vocational education, as one of the recent administration proposals suggests, would be another signal to the states to not offer state-wide leadership for vocational education in agriculture programs. Historically, the vocational supervisor at the state level was one of the few who regularly provided technical and educational expertise to local schools through frequent on-site assistance. The quality of teaching, local programs, and the ability to address state and national priorities was enhanced by the state leadership who conducted regular state-wide conferences, supported needed inservice-education for teachers and worked with local schools. The further reduction in state agriculture education supervisors (staff) who play a vital role in coordinating, motivating, and leading the vocational agriculture program will result in a deterioration of local program quality.

While the consequences to the local level are easily apparent, the consequences to the federal interest should not be overlooked. The United States is now the only industrialized country in the world without a formal, systematic program for preparing its work force.

The Needed Congressional Response

What is the needed Congressional response? First, we want it understood that we do not want to be regarded as a vested interest engaging in special pleading. We are quite aware of the need for a balanced federal budget.

We request no increase in the index of effort which the federal government provided to the federal-state partnership in the 1960's or the 1960's. Measured as a proportion of GNP, total federal outlays or educational expenditure in those years and corrected for inflation in 1982 dollars, such an index of effort would require a federal appropriation to vocational education of about $1.5 million.

Second, we request a resumption of a mutual federal-state partnership, one in which each is a reliable partner, and finally, we request a durable federal commitment, one which authorizes the partnership for periods of at least 5-10 years.

In conclusion, the National Grange recommends federal legislation to identify and define the occupational areas which comprise vocational education. We also recommend that the definition of vocational education in legislation and the accompanying regulations include: the identity of the instructional areas, all levels of agriculture, agri-business and natural resources, along with the Future Farmers of America National Postsecondary Agriculture Students Organization, recognized by the Department of Education as an integrated part of the program.

Thank you,
Sincerely,

Edward Andersen

Edward Andersen, Master
National Grange

cc: Full House Committee on
Education and Labor